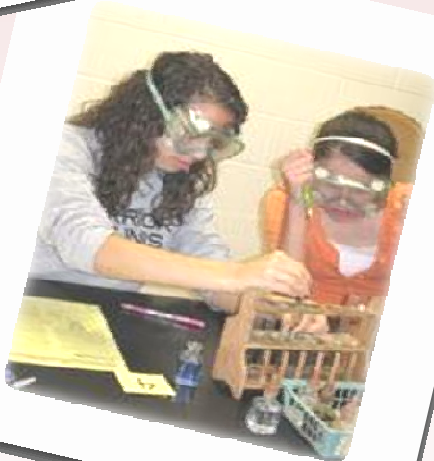


# Muskego-Norway Schools

**EVERY STUDENT LEARNING, GROWING ... SUCCEEDING**



**Continuing Our Course**



*Application for  
2010 Wisconsin Forward Award  
Excellence at Work*



**S87 W18763 Woods Road  
Muskego, WI 53150**

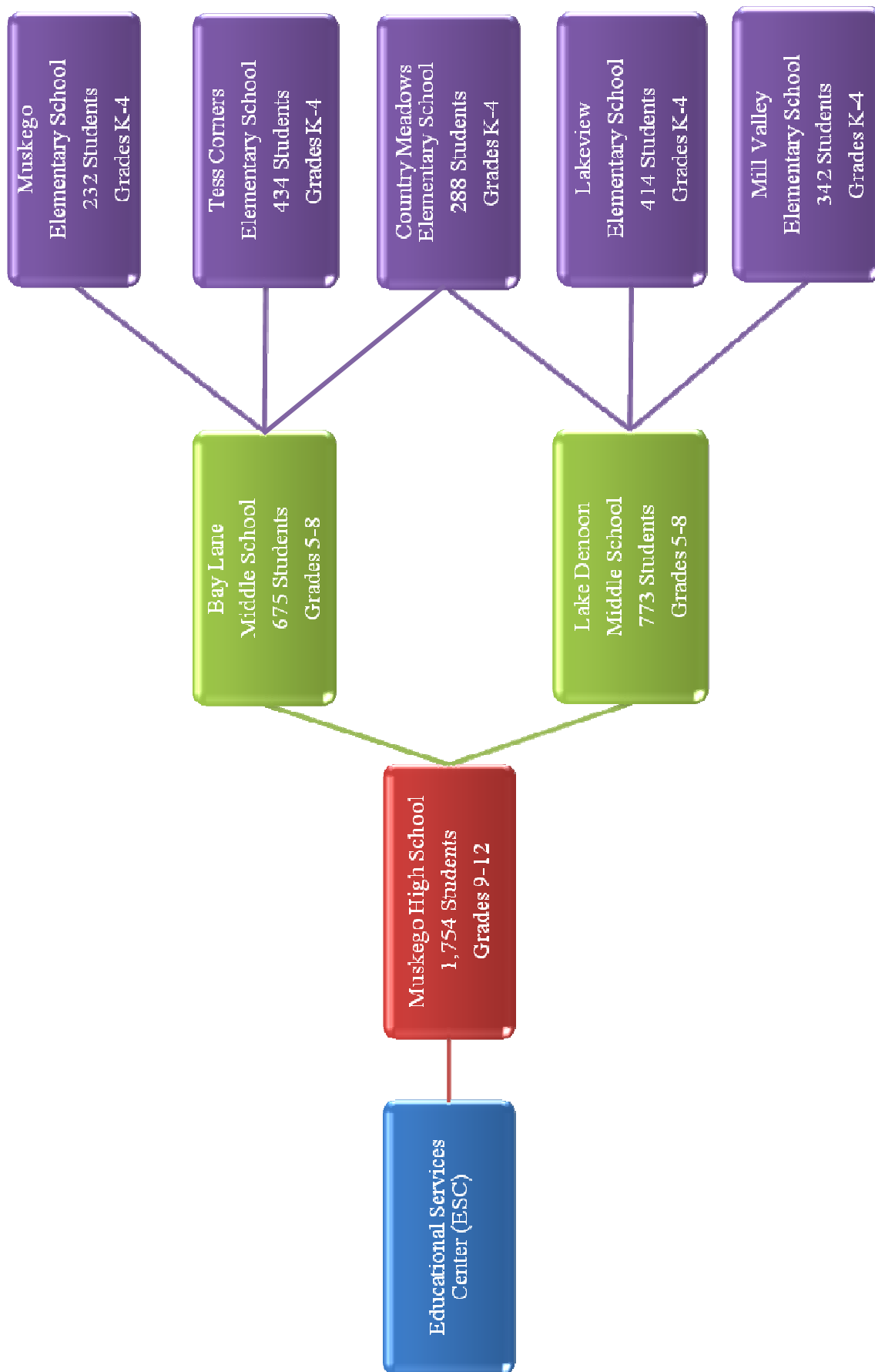
**Dr. Joe A. Schroeder, Superintendent**



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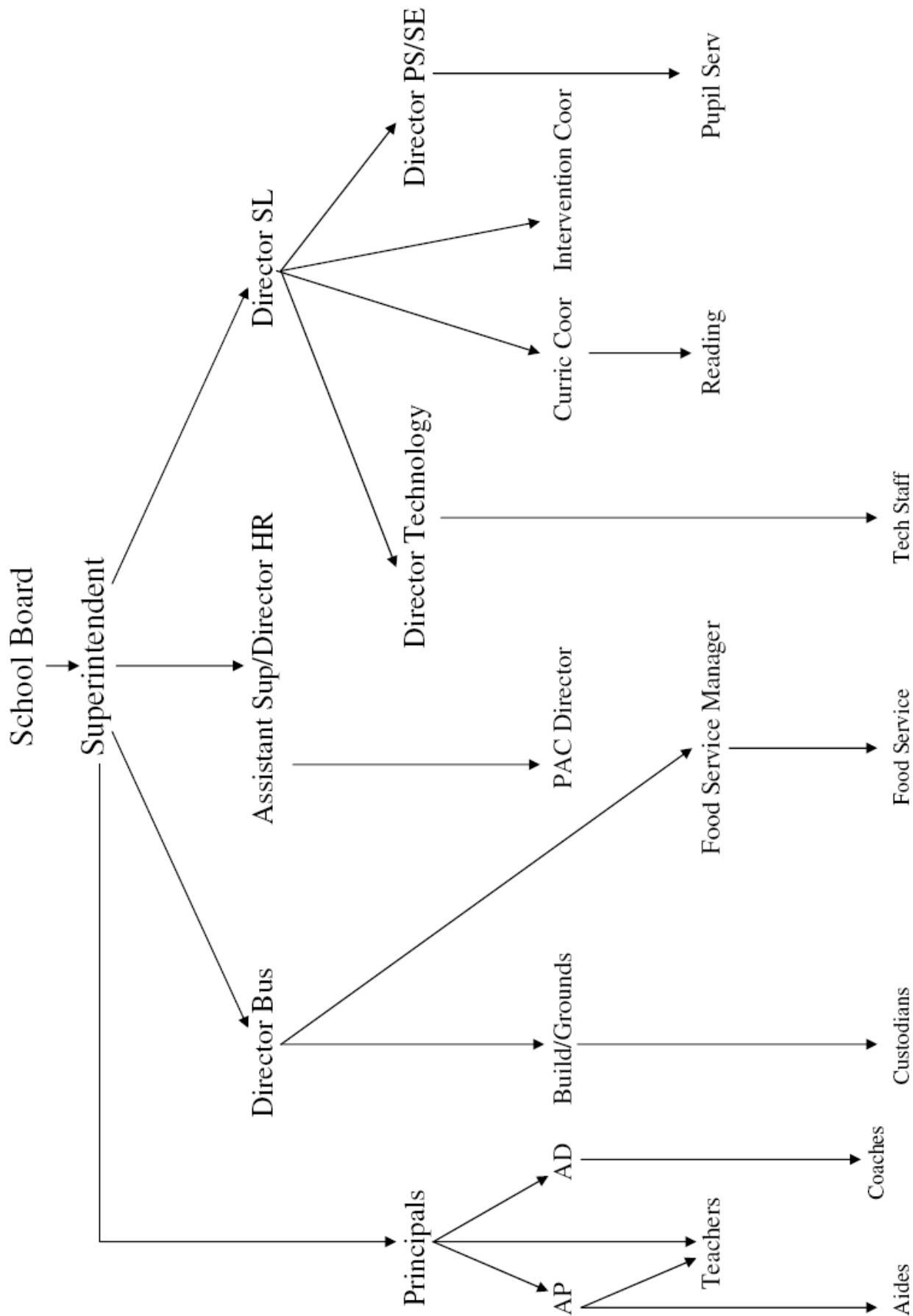


## Muskego-Norway Schools Nine Sites, Eight Schools





# Muskego-Norway Schools Organizational Chart





ACT	College Admissions Test
AED	Automated External Defibrillator
AESOP	Guest (i.e., substitute) teacher placement and absence management service
AP	Advanced Placement
ASCD	Association for Supervision and Curriculum Development
ATODA	Alcohol, Tobacco and Other Drug Abuse
ARRA	American Recovery and Reinvestment Act
AYP	Adequate Yearly Progress (as linked with NCLB)
Board Team	Senior Leadership – Superintendent, Assistant Superintendent/Director of Human Resources, Director of Student Learning and Director of Business Services
Board Development	Work sessions / training that include all seven school board members and the board team
BYOA	Build Your Own Assessment, an electronic management system
BYOC	Build Your Own Curriculum, an electronic management system
Cabinet	Superintendent, Assistant Superintendent, Director of Student Learning, Director of Business Services, Director of Pupil Services/Special Education, Director of Technology, Supervisor of Buildings and Grounds, Curriculum Coordinator
Cat Team	Category Team, aligned with the six Baldrige process categories
CD	Curriculum Development
CPC	Curriculum Planning Committee
Core Strategies	Synonymous with core competencies in MNS
CPI	Crisis Prevention Intervention
CPR	Cardio-Pulmonary Resuscitation
CST	Collaborative Study Team
Disaggregation	Breaking the whole (i.e., aggregate) into components or sub-groups
DNR	Wisconsin Department of Natural Resources
DOC	Wisconsin Department of Commerce
DPI	Wisconsin Department of Public Instruction
ELA	Extended Learning Academy (Summer School)
EOTG	Eye on the Goal school improvement process
EPA	Environmental Protection Agency
ER	Early Release
ERE	Early Reading Empowerment
ERG	Emergency Response Guidelines
ESC	Educational Services Center (the MNS district office)
4K	Four-year-old Kindergarten
FTE	Full Time Equivalency
GASB	Governmental Accounting Standards Board
G/T	Gifted and Talented
HG&D	Human Growth and Development
IC	Infinite Campus, student information management software



Initial Educators	Teachers who received their licenses from DPI after 2004
IT	Information Technology
IEP	Individualized Education Plan
IRB	Internal Review Board (for research projects proposed to be conducted in MNS)
KPO	Key Performance Objective (annual basis)
LT	Leadership Team
LTM	Leadership Team Meeting
MAP	Measure of Academic Progress
MNS	Muskego-Norway Schools, the district
NCA	North Central Association (Accreditation Organization)
NCLB	No Child Left Behind
MHS	Muskego High School
NEAS	National Employee Assistance Service
NT	Non-traditional Programming
Oasys	Special Education Records Software
Open Enrollment	State mandated program allowing non-resident students to attend another district
OSHA	Occupational Safety and Health Administration
QEO	Qualified Economic Offer
PA	Public Address
PDP	Professional Development Plan
PDSA	Plan, Do, Study, Act continuous improvement process
PLC	Professional Learning Community
PLTW	Project Lead the Way, a pre-engineering program
QRG	Quick Reference Guide
SEWAC	Southeastern Wisconsin Assessment Collaborative, a regional professional development organization
Skyward	MNS's Financial Management System
SIT	School Improvement Team
SP	Strategic Plan
SPAMM	School Personnel Administrator Monthly Meeting
SPC	Strategic Planning Committee
Specials	Art, physical education and music at the elementary level
SwD	Students with Disabilities
SWSA	Southeastern Wisconsin Schools Alliance – a public schools research and advocacy organization
SWOT	Strengths, Weaknesses, Opportunities, Threats
T.E.A.M.	Together Everyone Achieves More
UbD	Understanding by Design, a “backwards design” approach for curricular unit and assessment development
ULE	United Lakewood Educators, the local teachers' union



Vital Signs	Key components that provide a balanced assessment of student and district health over time
WAA	Wisconsin Alternate Assessment
Walkthrough	Leadership at all levels regularly observing classrooms/departments to inspect agreed-upon, research-based, standard practices
WASBO	Wisconsin Association of School Business Officials
WASDA	Wisconsin Association of School District Administrators
WEAC	Wisconsin Educator Association Council
WECAN	Wisconsin Educator Career Access Network
WINNS	Wisconsin Information Network for Successful Schools
WF	Workforce
WKCE	Wisconsin Knowledge and Concepts Examination
WI	Wisconsin
WTA	Wisconsin Taxpayers' Alliance



## Preface: Organizational Profile

### P.1. Organizational Description

Muskego-Norway Schools (MNS) is located in metropolitan Milwaukee approximately fifteen miles southwest of the urban center. MNS is the thirty-first largest school district out of 421 in Wisconsin, serves over 4,900 students in grades K-12, and employs 582 people. The student population consists of 4,775 district residents, who are joined by 151 open enrollment students from neighboring districts. The percentage of students who plan to attend post-secondary school (4 year college and voc-tech college combined) is estimated at 81%. As of the 2005 census, the median income for a household in Muskego was \$64,247 in comparison to \$45,956 statewide. MNS's \$63 million annual budget supports nine sites (eight schools plus the district office/warehouse) and a 2007-08 total expenditure of \$11,841 per student (placing Muskego-Norway in the 52<sup>nd</sup> percentile).

MNS commitment to continuous improvement has resulted in student achievement that is regionally competitive and demonstrates ongoing growth in several key measures, including the ACT (**Fig. 7.1-15 through 7.1-18**). While academic achievement is the primary aim, developing the whole student is also very important to the organization. This commitment is evident, for example, in the district's region-leading graduation rate of 97.7% over a three-year period (**Fig. 7.5-4**), Muskego High School's selection as host for the state's student leadership conference, MHS's claim to the Southeast Conference's All-Sports Championship, and both instrumental and vocal programs being selected as premier performers at the state music educators' convention.

#### P.1.a. Organizational Environment

##### P.1.a(1)

The MNS mission is "every student learning, growing . . . succeeding." In pursuit of this, MNS provides a comprehensive curriculum; wide-ranging co-curricular programming in academics, athletics, and music; and extensive non-traditional programming and support services for students with disabilities

Delivery of these programs is centered upon three key work processes (**Fig. 2.2-1**) related to the core strategy of enhancing teaching and learning:

- 1) Curriculum Development (developing aligned K-12 curriculum targets through a backwards-design approach)
- 2) Assessment of Student Learning (creating and administering common, formative assessments that provide valuable information about learning progress toward identified targets)
- 3) Responsive Instruction (differentiating learning experiences and assessment in light of individual needs).

The following three questions are the foundation for the MNS mission and are directly aligned with the three work processes noted above:

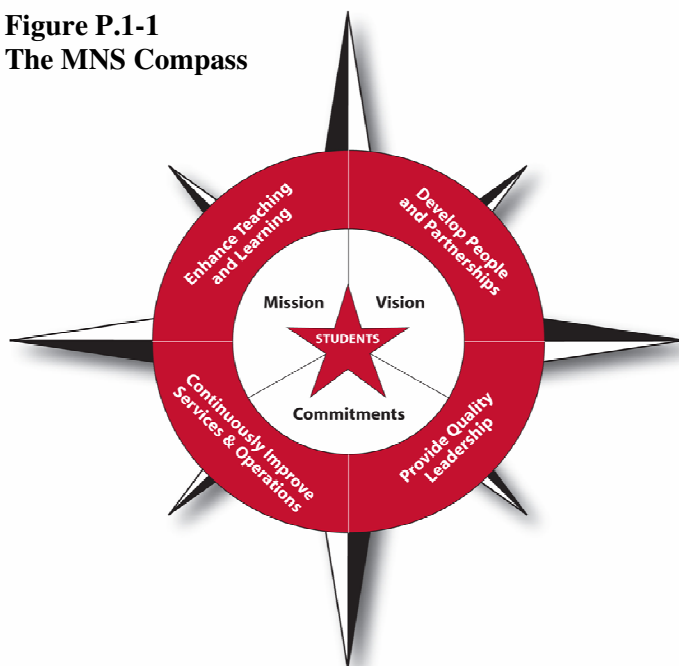
- 1) What is it we expect the student to learn?
- 2) How will we know if he/she learned it?
- 3) How will we respond to a student who doesn't learn what we expect and to one who already knows it?

Other key mechanisms influencing the delivery of our main educational programs are the Eye on the Goal (EOTG) school improvement process (**Fig. 4.1-1**), the MNS curriculum planning cycle (**Fig. 6.2-1**), the annual strategic planning (SP) process (**Fig. 2.1-2**), the MNS professional learning system (**Fig. 5.1-3**), and multiple efforts to engage our students, staff, parents and community (3.1 and 5.1).

##### P.1.a(2)

The MNS mission is "every student learning, growing. . . succeeding" en route to achieving our vision of being the district of choice in southeastern Wisconsin. This is an organizational purpose and desired state embraced by each of our nine sites. The current MNS strategic plan is in its second year of implementation and was the product of a one-year planning process involving broad input from the community and sustained research and input of a Strategic Planning Committee (SPC) that included district parents, students and staff (**Fig. 2.1-1**). From this strategic planning process, we developed our compass (**Fig. P.1-1**), which guides the district.

**Figure P.1-1**  
**The MNS Compass**



The compass puts students in the center of the foundation driven by the district's mission, vision and commitments. Wrapped around this foundation are our four core strategies / competencies, as shown in **Figure P.1-2**.

**Figure P.1-2 Core Strategies / Competencies**

Core Strategies / Competencies
1) Enhancing Teaching and Learning
2) Developing People and Partnerships
3) Providing Quality Leadership
4) Continuously Improving Services and Operations

These core strategies define the capabilities the district must develop in order to achieve our vision, mission and





commitments to student learning. They also organize our work at the school and district levels (**Fig. 2.2-1**).

### P.1.a(3)

Recruiting and maintaining a highly qualified staff is an important component of the district's staff engagement and professional development (PD) work process. MNS employs 582 full- and part-time employees (495.6 FTEs). Three primary segments comprise MNS's workforce: administration, faculty and support staff (**Fig. P.1-3**). Key factors that motivate staff to engage in accomplishing the mission include meaningful work, a safe and well maintained work environment, an attractive work calendar, opportunities to participate in district and school-level committee work, listening and learning sessions, and a wide variety of district-sponsored PD opportunities, including targeted coaching.

Key benefits include competitive wages and benefits as well as district-sponsored professional development and wellness experiences. Specifically, eligible employees are offered health, dental, life and long-term care insurance; long- and short- term disability insurance; tax shelter annuity (i.e., alternative benefit plans and 403 B) plans; and participation in the Wisconsin Retirement System.

### P.1.a(4)

The district is comprised of nine facilities that in total include 860,000 square feet on 310 acres.

**Figure P.1-3 MNS Workforce Profile**

Employee Group	Job Type (# of employees)	Bargaining Unit	Total FTE	Ed Levels	Diversity (Primarily Caucasian)
Administration	Superintendent (1) Asst. Superintendent (1) Principals/APs (13) Directors/Coords (4)	Non-Represented	18.8	4 PhD 16 MA	8 F 11 M
Faculty	Teachers (328)	WEAC	322.5	2 PhD 229 MA 98 BA/S	260 F 68 M
Support Staff	Supervisors, Nurses, IT & Assistants (18)	Non-Represented	154.3	HS Diploma to MA	201 F 34 M
	Admin. Assts (22) Custodians (36) Food Service (37)	AFSCME			
	Aides (122)	SEIU			

These buildings include five elementary schools, two middle schools, one high school, and a district office/warehouse. Over the past sixteen years the community has supported three major facility referendums, including numerous asbestos and maintenance projects in 1994, construction of a second middle school in 1996, and renovation and expansion of Muskego High School in 2001. In addition, in 2008, the district acquired an additional 57 acres for possible future development. The district's five elementary schools and remaining middle school have been recently assessed as to their ability to support present and future educational programming, with many aspects recognized as well past their life cycle replacement. Therefore, in 2008, a Facilities Study Team (FST) comprised of district employees, parents and community members addressed the concerns noted in current district

facilities and created recommendations for school board consideration. In 2009-10, the school board is conducting community forums to seek input on proposed facility options potentially leading to a future referendum.

MNS operates in a mixed-platform computing environment, with the majority of computers being Windows-based. All classrooms are equipped with a desktop or laptop computer for teacher and student use; many classrooms also have multiple computers for student use. In addition, permanent and mobile labs in schools provide students access to other IT productivity and instructional software. Information is made available to students and staff through a local- and wide-area network environment with internet access to student data, which makes grades, schedule, and assessment data available to parents.

### P.1.a(5)

American public education operates in a highly regulated environment. The Wisconsin Department of Public Instruction (DPI) regulates key aspects of district operations such as academic standards, programs, staff licensure, student assessment, and management of finances and facilities. In recent years, the federal government has enlarged its regulatory role, most prominently through the federal No Child Left Behind (NCLB) law, which requires all public schools in the nation to meet adequate yearly progress (AYP) in reading and mathematics for all students including disaggregated groups from which a statistically sound sample can be obtained.

Furthermore, both state and federal agencies provide oversight of special education and Title programs. GASB standards and additional agencies such as the DNR, EPA, DOC and OSHA provide further regulatory influence on MNS.

Locally, the district enhances oversight of its primary purpose (student learning) at the school level through its school scorecards (**Fig. 7.5-3**) and dashboards, which assess each district school through six consistent vital signs, as shown in **Figure P.1-4**.

The MNS school scorecards provide multiple, consistent indicators per school level (i.e., elementary, middle or high school); are benchmarked where possible; and are designed to provide a balanced assessment of student and district health over time. At the system level, MNS uses the district scorecard (**Fig. 7.5-4**) to monitor key system-level data in a comprehensible manner. In addition, the district monitors progress on important yearly improvement work of the system through a tool called the CPR (Continuous Performance Report) card (**Fig. 7.5-5**), which monitors progress in each of the district's key annual performance objectives (KPOs) that are broken down into tangible milestones of progress. The MNS approach for converting and monitoring its strategic objectives into action plans, performance projection, and a focus on results is perhaps best conveyed in **Figure 2.2-1**.

**Figure P.1-4 Vital Signs of Student Progress**

Vital Signs of Student Progress
Academic Performance
Achievement Gap Reduction
Whole-student Factors
Access to, Participation in, and Success with Rigor
Successful Transitions
Critical, Adaptable Thinking

The boundaries of MNS encompass all of the City of Muskego and a small portion of the City of New Berlin in Waukesha County and all of the Town of Norway in Racine County. The district is divided into five elementary school attendance areas which are articulated further into two middle school attendance areas that lead to one high school for the system. Children are to attend the home school for each of the attendance areas. Exceptions to the attendance area requirement are children with special education programming needs (who may attend school, in district or out, with programming designed to meet special needs) and children who have applied and been approved by the superintendent for an intra-district transfer.

### P.1.b. Organizational Relationships

#### P.1.b(1)

The district is governed by a school board comprised of seven members who serve three-year terms. The board typically holds two regular meetings per month and is assisted by two standing committees: Educational Services and Business Services/Human Resources. Governance occurs at the local district level but is influenced by regulations of the State of Wisconsin and the federal government.

The MNS school board establishes annual district and board goals (**Fig. 2.2-1**) informed by administrator and staff input, student and district performance data, and the district's strategic plan. In general, the school board operates at a policy level, while administration is expected to implement policies and advise the board. The board and administration work together to address the district's work. These efforts regularly involve collaboration with many key stakeholders such as teachers, support staff, students, parents, and other community members.

School board members team most closely with the superintendent and with three other senior leaders: the assistant superintendent/director of human resources, the director of business services, and the director of student learning. Each of the district's eight schools has a principal, who reports directly to the superintendent.

#### P.1.b(2)

Please see **Table P.1-5 Key Stakeholder Groups**.

**Table P.1-5 Key Stakeholder Groups**

Key Stakeholder Groups	
Stakeholder	Key Requirements
Students	Safe, supportive environment Engaging curriculum and programs Opportunities to grow and succeed
Parents and Guardians	Student-centered schools Regular communication High student achievement leading to future student success
Community	Strong district reputation maintaining property values Resource stewardship

#### P.1.b(3)

**Table P.1-6** delineates key MNS suppliers, partners and collaborators. In collaboration with the district, the major requirement of MNS's key suppliers is to deliver quality services to our students. MNS expects key suppliers to provide expertise, advice and service(s) that are either complimentary or value-added to MNS's in-house delivered programs or services.

**Table P.1-6 Suppliers, Partners and Collaborators**

Suppliers/Partners	
Suppliers/Partners	Service
Discovery Days, Lots for Tots	Before- and after-school child care
Durham School Services	Student transportation
Eppstein Uhen Architects	Building design and consultation
Infinite Campus	Student data software
Oasys LLC	Special education student software
Performance Fact	Continuous improvement consultation
Taher Food Service	Student nutrition services
Collaborators	
Parent teacher organizations	Communication & fund raising
Booster clubs	Communication & fund raising
Parent volunteers	General student support
City of Muskego	Partnerships for police liaison officers and recreational programs

Suppliers are expected to share our commitment to the district's mission, vision and strategic plan and our dedication to student safety, cost efficiency and responsive customer service. The district utilizes phone and email communication with suppliers to assure these requirements are being met.

## P.2. Organizational Situation

### P.2.a. Competitive Environment

#### P.2.a(1)

MNS has a strong reputation, with the district considered an important asset of the Muskego and Wind Lake communities (**Fig. 7.2-5**). MNS students perform well; the schools are viewed as well maintained, safe and welcoming; partnerships with community groups and parents abound; and a wealth of co-curricular activities is available. Of special note, there has been a regular trend of increasing or stable enrollment paired with solid finances, which have helped the district buffer



many of the eroding revenue issues plaguing a majority of school districts in the region over the past ten to fifteen years (**Fig. 7.3-1**). MNS is the third largest school district among ten K-12 systems and six K-8/9-12 districts in Waukesha county. Overall, MNS exists in a highly competitive environment, particularly as housing markets shift and open enrollment has been encouraged through Wisconsin law for over a decade. In recent years, more non-resident students are enrolling into MNS schools than there are resident students enrolling outside of the district, and the number of non-resident applicants continues to increase (**Fig. 7.2-16**). This is a departure from trends a decade ago and one indication of the district's growing success and competitiveness.

Two PK-8 parochial schools exist within the boundaries of MNS and serve as local competitors at those grade levels. More of the district's attention, though, is spent in viewing our performance via other regional public school districts, particularly those in Waukesha County. This is the case since Waukesha County is one of the most desirable areas to live in Wisconsin and in the U.S., as it was recently selected as one of the top ten counties in the nation to raise a family (Forbes Magazine, 2008). It is our vision to be the district of choice in Southeastern Wisconsin, a region where Waukesha County has established itself as a benchmark leader. An abundance of high quality school districts are key assets to the county, with the state's only two Wisconsin Forward Award K-12 mastery level education sector recipients being Waukesha County competitors. (Where comparative data is available, we benchmark MNS performance against these two high-performing districts, referring to them as Benchmark District A and Benchmark District B.) Historically, Muskego-Norway performance in general has been at the secondary or tertiary level when compared alongside other public school districts in this county of high performance.

In recent years, though, district performance shows encouraging signs of rising above this former level to challenge and/or set regional benchmarks in several measures. For example, the region's Public Policy Forum shows that over the past three years, MNS has improved its competitive position among 50 regional districts and among Waukesha county districts from 29<sup>th</sup> to 20<sup>th</sup> and from 6<sup>th</sup> to 4<sup>th</sup>, respectively. Within both comparative groups, MNS moved from ranking within the bottom half of school districts to the top half (**Fig. 7.3-5**).

### **P.2.a(2)**

The principal success factors for MNS are the strategic plan (as briefly described in **Figure 2.2-1** that clearly articulates targets aligned to achieving the district mission and vision) and the committed people, who work collaboratively to put this plan into practice. Performance monitoring tools such as the MNS CPR card (**Fig. 7.5-5**), which tracks progress of our plan's annual KPOs, school scorecards (**Fig. 7.5-3**) and the district scorecard (**Fig. 7.5-4**), which assess school, district and student health over time, also are important contributors to district success. Many other success factors exist in MNS. Among the more prominent are increased courses of rigor such as AP and PLTW at the high school level; long-term

commitment to professional development; literacy staff development and assessment; low class sizes at the elementary level; historically stable to increasing enrollment; and strong financials.

The key challenge potentially impacting the district's competitive position is the state school funding formula and how related areas of programming, staffing, finances and facilities impacted by this formula threaten the district vision of high student performance and regional benchmarks. For over fifteen years, Wisconsin law has capped school district revenue in order to control property taxes. Over time, unless districts are experiencing increasing enrollment, the revenue-to-expenditure gap typically generated through this formula creates ongoing financial challenges, which have been worsened by the recent downturn in the world economy. MNS's five-year enrollment projections call for stable to slightly decreasing enrollment. Given this enrollment projection within the context of the current state funding formula, MNS will experience flat to declining funding. In such a context, improving programming and staffing will require reallocation of assets and resources. Furthermore, continuing programming and staffing at present levels will be difficult to improbable. This means that significant program and staff cuts that have plagued many area districts (but which have been largely avoided to date by MNS) may be imminent, potentially impacting the district's competitive position. Related to this, the district continued to research potential adoption of a four-year-old kindergarten (4K) program throughout the 2009-10 fall semester. This study was followed by board action in January 2010, with the school board approving a two-year, community-based 4K pilot to be implemented in the 2010-11 school year. Senior leaders expect that learning, competitiveness, enrollment and revenue will be positively impacted by this board action. Furthermore, the district continues to progress through a process aimed at addressing its aging elementary facilities, another area that, left unaddressed, threatens the district's competitive position.

### **P.2.a(3)**

Data from standardized test measurements (e.g., WKCE, ACT) provide comparison of each school's results to the other schools in MNS, the State of Wisconsin, Waukesha County and the district's athletic conference. Because the district primarily resides in Waukesha County and this county sets the regional standards in student performance in many areas, benchmarks are generated from the achievement of districts residing in Waukesha County (**Fig. 7.5-5; 7.5-4; 2.2-1; and 7.5-1**). Additionally, to continue monitoring the district's progress in helping all students learn, grow and succeed, the Number Knowledge assessment (for K-2 math) and the Measures of Academic Progress (MAP) assessment (for middle and high school reading/math) were piloted in 2008-09 and will be fully implemented in 2009-10. As the district seeks to reduce the math and reading achievement gap as recognized by NCLB performance expectations and our mission, these new assessments will provide classroom teachers with diagnostic information instrumental for intervention planning in these key target areas. Since a multitude of districts in Wisconsin and elsewhere in the nation use these assessments, the tools will



also provide new sources for comparative and competitive data.

Key sources of comparative data within the academic community comes from DPI's WINNS website, the Public Policy Forum of SE Wisconsin, and professional contact/networking. Key sources of data outside of the academic community come from the WTA's School Facts publication and Moody's Rating Agency. The greatest limitation to this practice is the relatively underdeveloped practice of benchmarking currently conducted in the education sector.

### **P.2.b. Strategic Context**

#### **P.2.b. Strategic Advantages, Challenges and Organizational Sustainability**

Strategic advantages most prominent for MNS are shown in **Figure P.2-1**.

**Figure P.2-1 Strategic Advantages**

Area	Strategic Advantages
<b>Education and Learning</b>	Strong, Improving Results Progress Monitoring Tools
<b>Human Resources</b>	Committed People Quality Leadership
<b>Operations</b>	Strong Fund Balance Clean, Safe Facilities
<b>Community Related</b>	Community Support and Satisfaction Community Input in Key Issues such as the MNS Strategic Plan and Facilities Study

The district addresses its strategic challenges on an annual basis through articulation and completion of its KPOs, which are organized along with board and district goals by the district's core strategies/competencies (**Fig. 2-2.1**). **Figure P.2-2** shows the most prominent strategic challenges.

**Figure P.2-2 Strategic Challenges**

Area	Strategic Challenges
Learning	K-12 Curriculum Alignment / Assessment System-wide Interventions Literacy, with a 5-12 Focus Critical Thinking
Human Resources	Data-based Improvement Planning Collaboration Differentiation
Operational	District Communication Technology Updates Financial / HR Integration
Community	Engagement Regarding Key District Needs Gaining Additional Support In a Tough Economy

In pursuit of organizational sustainability, many of the strategic advantages are essentially the same as those listed in **Figure P.2-1**. The greatest challenge to organizational sustainability is the potentially negative impact of Wisconsin's state funding formula and the district's projected flat enrollment. This impacts the viability of MNS programs, services, and the district vision over time. In general, MNS leadership believes that continued commitment to the district's

four core strategies/competencies will be key to MNS's long-term success.

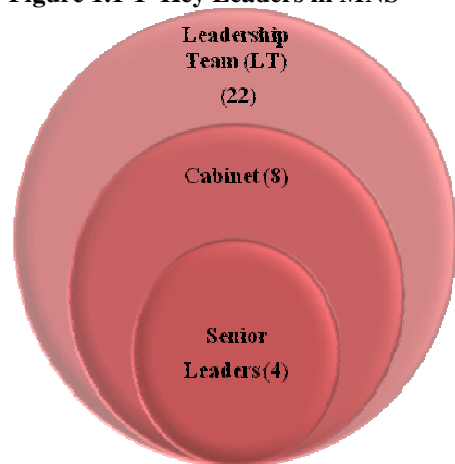
### **P.2.c. Performance Improvement System**

Four key elements of MNS's continuous performance improvement system are the annual strategic planning process (**Fig. 2.1-2**), the Eye on the Goal (EOTG) school improvement planning process (**Fig. 4.1-1**), the MNS curriculum planning cycle (**Fig. 6.2-1**), and administrator supervision (**Fig. 7.5-2**).



**1.0. Leadership****1.1. Senior Leadership****1.1.a. Vision, Values, and Mission****1.1.a(1)**

The superintendent, assistant superintendent/human resources director, director of student learning and director of business services work directly with the school board as senior leaders in the system. These four senior leaders are joined by four others (director of special education and pupil services, director of technology, supervisor of buildings and grounds, and curriculum coordinator) to form the cabinet. These eight cabinet members are joined by the intervention coordinator, all principals, and all associate principals to form the twenty-two member leadership team (LT) (**Fig. 1.1-1**).

**Figure 1.1-1 Key Leaders in MNS**

Senior leaders and other key district leaders set organizational vision and values by direct participation and facilitation in strategic planning, coordination of category teams, development and oversight of aligned action plans and progress monitoring tools, leadership team retreats and bi-

monthly meetings (embedded with common learning), various board and district committees, and the construction of an annual communication document for staff and the community, most recently entitled “Continuing Our Course.”

Senior leaders take many deliberate efforts to deploy vision and values throughout the system. A key tool for deployment and communication is our compass (**Fig. P.1-1**), which guides district improvement efforts. This compass puts students at the center on a foundation driven by our mission, vision and commitments.

Wrapped around this foundation are the district’s four core strategies, which are synonymous with our core competencies (**Fig. P.1-2**). These core strategies define the capabilities the district must develop in order to achieve the MNS vision, mission and commitments to student learning. They also organize MNS work at the school and district levels (**Fig. 2.2-1**). For example, meeting agendas for the school board, leadership team and school staff are framed around these core strategies. The core strategies also are organizers of the district’s annual KPOs. In addition, school scorecards (**Fig. 7.5-3**) reinforce and further deploy the system mission and vision. These scorecards provide consistent indicators for each vital sign per school level, include fundamental indicators that provide feedback on achievement of the district mission, and are benchmarked where possible to assess progress toward

meeting the MNS vision of being the district of choice in Southeastern Wisconsin.

Senior leaders also make many deliberate connections to speak to the district’s vision and values by organizing purposeful all staff meetings; conducting regular classroom walkthroughs; habitually embedding communications with connections to the system’s mission and vision; and providing a copy of the district commitments for review and signed acceptance by each new hire. Most recently, the district looked to broaden and deepen integration of core values through production of a district video highlighting staff, parents, students and community members speaking to our mission, vision and strategic aims.

**1.1.a(2)**

Since cultures are shaped and nurtured over time through leadership, senior leaders personally promote an environment fostering legal and ethical behavior first and foremost through role modeling. Therefore, honesty, follow through, and a service orientation are key foci. This approach toward communicating and modeling core values may be underscored by the quotation included on every LT agenda: “Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” Each August this sentiment is further communicated across the system through modeling and expectations communicated at the district’s all staff meeting. In addition, key district and school policies are published in school handbooks, with several requiring annual review. Further promotion of a legal and ethical environment is ensured through monitoring emails and telecommunication activity, proactive hiring practices, and providing feedback. The current group of senior leaders have essentially been together for three years. During this time, there have been no ethical or legal violations by senior leaders.

**1.1.a(3)**

Senior leaders create a sustainable organization through common learning, collaboration and joint achievement. For example, a key element of bi-monthly LTMs is LT learning, which focuses key leaders around common reading, research or data aimed at system priorities. Similar practices also happen regularly at district schools. Moreover, a wide variety of district-sponsored professional and curricular development opportunities create an environment for organizational and WF learning. For example, the district provides training in key strategic areas such as literacy instruction, lesson and unit design, and school team leadership development; offers release time for workshops/conferences; grants tuition reimbursement, including 100% reimbursement for targeted courses; encourages learning through peer coaching; and provides administrative modeling (**Fig. 5.1-3**). The district also develops its key leaders through a required PDP for each administrator and annual staff survey feedback aligned with research. This feedback is in turn used to shape each administrator’s professional growth goals.

In efforts to broaden impact and leadership capacity, the district also makes conscious efforts to include teacher leaders in various committees and initiatives, encourages co-



facilitation of new initiatives to provide growth opportunities for key and emerging leaders, provides mentoring opportunities, and encourages new and varied membership on committees at the site and district level.

The collaborative learning described above in combination with the EOTG process (**Fig. 4.1-1**) at the school level and the CPR card (**Fig. 7.5-5**) at the system level, foster joint achievement, performance improvement, accountability and innovation. For example, the EOTG process aligns teaching, leadership and organizational responsibilities around high leverage practices to support learning goals and achievement. At each LTM administrators use the CPR card to monitor progress on milestones created for each KPO. Further efforts to improve performance and enhance innovation include: professional coaching of principals through the school improvement process, using the EOTG process to share school teams' experiences and lessons learned, and mini-grants in areas such as technology.

Overall, the district pursues many efforts to create a sustainable organization and build quality from within. For example, after the district hired a new superintendent in May 2007, two other senior leaders needed to be hired within that summer. Ultimately, both people selected were veteran district employees promoted to new roles. Moreover, since then, two building administrators and both of the district's secondary literacy and staff development coaches are veteran district employees promoted to new leadership roles (**Fig. 7.4-22**).

### **1.1.b. Communication and Organizational Performance**

#### **1.1.b(1)**

Senior leadership communication and engagement with the entire workforce began immediately upon the superintendent's hiring in May 2007. Before the 2006-07 school year was completed, the superintendent and assistant superintendent had conducted listening and learning sessions in each of the district's eight schools and in two sessions held with the community. These were followed with a June 2007 survey distributed to every staff and community member that provided the district with immediate data from which to begin strategic planning efforts upon the superintendent's official arrival in July 2007. In subsequent years, August all staff meetings have been held as primary ongoing communication and engagement efforts. During these meetings, district data is shared, core commitments are reinforced, and strategic priorities are communicated. The district document about the MNS strategic plan ("Continuing Our Course") serves as a key resource in these start-of-year communication efforts. In conjunction with the school board's yearly meeting at each site, listening and learning sessions continue at each school. They provide updates on key initiatives highlighted in August and allow time for face-to-face interaction around topics of high staff interest or relevance as identified by a pre-session survey. Furthermore, ongoing communication and engagement with staff occur through a variety of ways: email, the district newsletter, classroom walkthroughs and feedback by the superintendent and district administrators, frequent email and *News You Can Use* publications.

Two-way communication is intentionally designed through

a variety of means. It is a group norm for committee meetings and occurs through listening and learning sessions scheduled at each building, planned conversations between staff leadership and senior leaders, meetings prior to district walkthroughs, and annual performance feedback surveys from staff to LT members.

Senior leaders communicate key decisions through timely electronic messages from the superintendent and through *News You Can Use* publications. Key decisions are also communicated in person through listening and learning sessions, targeted training (e.g., IEP workshops), and school visits to review BYOC progress.

A primary means by which senior leaders recognize and reward high performance is through the district's Compass award (**Fig. 7.4-21**), which is designed to reinforce and recognize staff who, through their commitments and contributions, ensure every student is learning, growing. . . succeeding. Nominees are reviewed per the following criteria:

- A) Positive impact on students
- B) Positive impact on staff, parents, and/or community
- C) Commitment to continuous improvement leadership and/or service
- D) Champion for innovation, creativity and/or best practice

Recipients are honored at a spring Board meeting, through local media, and at the start of the all district staff meeting in August. This is a means of reinforcing district commitments through the excellent role modeling and achievements recipients provide. Other system-wide recognition and reward efforts occur at the annual retirement and recognition dinner as well as through on-camera superintendent reports, media photo opportunities, and tokens of appreciation from the school board. Recognition and reward systems also exist at the school level through approaches such as "Above and Beyond" and "Pride" distinctions as well as through the "Teachers Recognizing Teachers" program.

#### **1.1.b(2)**

Senior leaders create a focus on action to accomplish the organization's objectives, improve performance and attain the MNS vision through a number of approaches. A key one is the CPR card (**Fig. 7.5-5**), which delineates tangible milestones for each of the district's annual KPOs accompanied by timelines and responsibility for achievement through a readily comprehensible color-coding system. This district focus on action and performance is further reinforced through review of key elements of the CPR card as a standing agenda item of every bi-monthly LTM. In addition, all agenda items for both school board and LT meetings are framed around the district's core strategies. The EOTG process, which aligns teaching, leadership and organizational responsibilities, is yet another means to focus on action and improve performance in each district school. Furthermore, school and district scorecards (**Fig. 7.5-3 and 7.5-4**) provide results across multiple indicators, benchmarked to regional best-in-class performance, in order to provide direct assessment of progress in realizing the MNS vision of being district of choice in Southeastern Wisconsin.



Senior leaders' effort to balance value for students and other stakeholders is a key element of the district's strategic plan. For example, part of the district's vision statement is that "high student achievement, system-wide continuous improvement, and sound stewardship of community resources are the hallmarks of Muskego-Norway Schools." This foundational principle is operationalized through MNS's core strategies (**Fig. P.1-2**), which, by design, balance the needs of students, staff and community. The pervasive presence of the core strategies as organizers for every school board and leadership team meeting agenda, categories for annual KPOs on the CPR card, and as repeated elements in the annual strategic planning communication document underscore senior leaders' efforts to serve students well while balancing value for all stakeholders. In addition, balance is further sought through the six district vital signs (**Fig. P.1-4**) that arrange school scorecards to provide a balanced assessment of student and district health over time.

## 1.2 Governance and Societal Responsibilities

### 1.2.a. Organizational Governance

#### 1.2.a(1)

**Figure 1.2-1 Key Aspects of Governance System**

Key Aspect	Approach
Accountability for Management's Actions	<ul style="list-style-type: none"> <li>Annual performance review of the superintendent by the board</li> <li>Bi-annual progress report on the SP</li> <li>Yearly board review of the scorecard for the district and for each school</li> <li>Annual board self-evaluation</li> <li>Annual performance review of each LT member</li> <li>Annual performance feedback survey of each LT member</li> </ul>
Fiscal Accountability	<ul style="list-style-type: none"> <li>Comprehensive reporting in line with state and federal law and GASB reporting practices</li> <li>Annual independent audit</li> <li>District policy on fund balance requiring adequate reserves to prevent short-term cash flow borrowing</li> <li>Aa3 Bond rating sustained</li> </ul>
Transparency in Operations	<ul style="list-style-type: none"> <li>School and district scorecards</li> <li>CPR Card</li> <li>Televised board meetings</li> <li>Communicated processes for working through key issues (e.g., facilities, strategic planning, budget planning, 4K)</li> </ul>
Audit Independence	<ul style="list-style-type: none"> <li>Annual independent audit performed of all funds</li> <li>Random audits in other areas (such as enrollment) conducted by DPI</li> </ul>
Stakeholder Protection	<ul style="list-style-type: none"> <li>Board and committee member composition</li> <li>District hallmark of resource stewardship</li> <li>Fund balance policy</li> </ul>

#### 1.2.a(2)

Evaluation of LT members in the system typically involves a minimum of two performance review meetings per year. For principals, a key part of the mid-year review is a self-reflection that focuses upon items such as school scorecard indicators, performance survey feedback, and progress on the school improvement plan and PDP. In the summer, the end-of-year review focuses on accomplishment of school improvement and PDP goals, performance feedback provided from staff, budget analysis, and discussion about school improvement and PDP goals for the coming school year. This meeting is followed by a comprehensive, narrative evaluation report. A similar two-meeting process is replicated for other LT members, with adjustments made to reflect nuances of each particular position. The superintendent's evaluation involves construction of a self-reflection document and performance survey feedback. In addition, an evaluation by each of the seven school board members is completed per the instrument outlined in board policy 225(P). This feedback culminates into a written report that is synthesized by the board president. Review of progress with the district's CPR card (**Fig. 7.5-5**) and the district and/or school scorecard (**Fig. 7.5-4 and 7.5-3**) are also means of evaluation for key district leaders.

In 2007, recognizing a gap in performance evaluation, the school board adopted a policy for annual board self-evaluation. An electronic evaluation survey instrument is sent to each board member containing 22 elements of board governance and ethics. This tool is in line with constructs of the state school boards' association and research on high-performing boards. This input is gathered from each board member in February so that the subsequent synthesis of results can be discussed as part of a regular board meeting in March, prior to any potential turnover through April board elections.

Results of these performance evaluations regularly feed into future goals at a site, department or personal level. Often times they also provide the stimulus for future training, such as specific workshops for staff or relevant development work sessions for the school board. These outcomes also help focus review of results in subsequent years to determine if progress is occurring.

### 1.2.b. Legal and Ethical Behavior

#### 1.2.b(1)

MNS believes strongly in promoting legal and ethical behavior that has a highly positive impact on the larger society. Therefore, the district pursues several approaches to identify and address any potential threats to these priorities. Student outcomes that are evident of this positive impact from legal and ethical behavior include graduation (**Fig. 7.2-7**), attendance (**Fig. 7.2-8**), dropouts (**Fig. 7.2-9**), and truancy (**Fig. 7.2-10**). The district's scorecards have shown MNS to be among regional leaders within such indicators. Post-graduate indicators of student success in college and/or the workforce provide further opportunity to assess the impact of the district's programs and services. Such an assessment also extends into special education services, where a recent self-assessment included interviewing a sampling of students who had graduated from MNS. Furthermore, the district has a rigorous



IRB process for any potential research study involving district students, with the primary intent to protect any potentially adverse impact of the study upon district students.

The district anticipates public concerns with current and future programs, offerings, services and operations through a number of means. Many committees (e.g., CPC, HG&D, Tech, SPC, FST) include community members, often in large part. Moreover, these groups typically examine ideas and make advisory recommendations prior to formal board discussion or action on the particular issues. Public concerns are further anticipated through forums on key district matters. For example in 2009-10, the district is organizing two such rounds of community forums around key subjects: district facilities and 4K. The district also uses parent and community surveys to identify key issues and anticipate public concerns. Finally, the public forum item on each regular board meeting agenda, in addition to email, phone and face-to-face contact, serve as further opportunities for key district leaders to gauge public concerns.

Besides regular inclusion, MNS proactively addresses public concerns about legal and ethical issues through program review action teams, program improvement discussions at CPC, board meeting agendas, and policy development. MNS is dedicated to meeting and exceeding regulatory, safety and legal requirements as defined by governmental agencies. For example, the district meets all requirements as communicated in state statute (section 118) and has no late filings or non-compliance findings with DPI.

Furthermore, recent DPI audits/reviews of our special education program, student immunization, food service program, and membership count demonstrate MNS's dedication to meeting and/or exceeding regulatory requirements (**Fig. 7.6-6**). In addition, the district partners with Environmental Management Consulting, Inc., to provide compliance oversight necessary to ensure the health and safety of each user of our district facilities. Moreover, MNS key leaders are very active in state professional organizations (WASDA, WASBO, SWSA, SPAMM, etc.) which promotes continued learning and anticipation of changing trends or incidents aimed at ensuring the district continues to meet and exceed organizational requirements.

The district also is highly committed to safe schools. Therefore, the district has developed a comprehensive crisis response plan (updated in 2009) to further promote consistent deployment across the system. Key parts of this commitment to student safety are monthly fire drills, an annual tornado drill, at least one alternative drill (e.g., lock down) per year, and occasional canine-assisted drug searches (**Fig. 7.4-24**) at the district's secondary schools. The district also benefits from a long-standing, positive relationship with local police and fire departments as well as relevant divisions of Waukesha County government. In 2009, the district's purchase of AlertNow, a telecommunications system that provides immediate contact to parents and guardians during a safety or security concern, is a further example of the district's ongoing commitment to safety

and to continuous improvement in this area. Key measures and goals for safety and compliance are shown in **Figure 2.2-1**.

### 1.2.b(2)

A primary means for MNS to promote ethical behavior begins with effective hiring. The district pursues a rigorous process for employee recruitment that involves background and sex offender registry checks for all employees, coaches and extended field trip volunteers. Clear language in individual employee contracts stipulate consequences for unethical behavior. This is further reinforced in board policy that delineates processes for addressing any breach of ethics.

Senior leaders also bear a large responsibility for promoting ethical behavior through their role modeling and holding themselves and others accountable for actions. School board members have a similar responsibility, which is reflected in the oath of office they take to uphold the district's code of ethics and all stipulations of law. Ethical behavior is a key element of the board self-evaluation and of the superintendent's evaluation. From this origin, key leaders hold staff members responsible for ethical behaviors. While violations of ethical behavior are infrequent, the MNS board and administration are committed to addressing them in a thorough and timely fashion in full accord with the stipulations of law and district policy.

### 1.2.c. Societal Responsibilities and Support of Key Communities

#### 1.2.c(1)

Societal well-being and benefit are evidenced through the service orientation and pursuit of quality inherent in the district's mission and vision. Pervasive, conscious efforts of the district to keep societal well being at the core of the district's work are evidenced by:

- Core strategies: Developing people and partnerships and continuously improving services and operations
- Long-term strategic objectives: Improving student performance, stakeholder satisfaction and perception of the district; maintaining financial stability while improving cost-effectiveness and resource management
- Balanced vital signs

Community representation on a variety of district committees, involvement at forums, and district surveys reinforces this commitment. The system's review of regular audits, responsible reporting, and voluntary pursuit of feedback from Wisconsin Forward further emphasize the system's focus on meeting its responsibilities so that it can maximize its benefit to the Muskego-Norway community and beyond.

#### 1.2.c(2)

As the largest employer in the community bestowed with the key to its future, the district recognizes its tremendous responsibility to actively support and strengthen the community's vitality. For this reason, the district cultivates many strong partnerships. Foremost among these are ones with our parents and guardians, who are highly involved as classroom volunteers, auxiliary group leaders, and general





student supporters, whether at home or in school-sponsored activities. The district also has a long-standing, healthy relationship with several civic groups. Notable is the partnership the district has with the City of Muskego, to include shared funding for a school resource officer in each of the district's secondary schools and for development and maintenance of athletic fields.

Furthermore, the district has long partnered with the city's Parks and Recreation Department and several private early education providers to offer after-hours and summertime programming and learning support for children. The district also participates in several consortia to include the Southeastern Wisconsin Assessment Consortium (SEWAC), a high quality staff development organization; Southeastern Wisconsin Schools Alliance (SWSA), a public school research and advocacy organization; and Fairview South (a high-need special education pupil services school for regional districts). In addition, the school district collaborates with community organizations such as the Chamber of Commerce for career exploration and preparation activities. In order to maximize organizational agility and learn about new innovations, MNS also partners with consultants from universities and higher education.

The district benefits through the partnerships listed above by identification of stakeholders with whom we share common values and commitments. In 2008 understanding that many more potential partnership opportunities go unrealized due to a lack of opportunities for relationship-building and dialogue, the district began a program of community-wide representation by LT members in approximately twenty civic groups based in Muskego, Norway and the greater region. Such efforts deepen two-way communication, understanding, exploration and achievement, making for a stronger future through the greater leadership capacity and relationship capital developed within the larger district community.

## 2.0. Strategic Planning

### 2.1. Strategy Development

#### 2.1.a. Strategy Development Process

##### 2.1.a(1)

Muskego-Norway Schools has both a process for a long-term (five-year) strategic plan and a process for a short-term (annual) strategic plan. The five-year planning process, which drives the district's current continuous improvement efforts, was initiated in 2007-08 by a group of 25 staff, parents, students and at-large community members called the Strategic Planning Committee (SPC), who provided advisory recommendations to the school board. **Figure 2.1-1** describes this process.

The annual strategic planning process looks to advance the system's five year plan for a given twelve month cycle. **Figure 2.1-2** describes this annual strategic planning process. Several efforts are taken to minimize the impact of potential blind spots in planning. First, input groups are large and diverse to ensure a multitude of perspectives. In addition, new volunteers are regularly sought in efforts to continue keeping perspectives fresh. Furthermore, the processes ensure that groups do not act

**Figure 2.1-1 Five-year (Long-term) Strategic Planning Process and Timeline**

1. MNS needs assessment conducted through community survey	June
2. Broad-based advisory group (SPC) assembled	Oct.
3. SPC reviews stakeholder survey data, professional research/literature, and critical indicators of internal baseline data	Nov-Jan
4. SPC recommends mission, vision and commitments (MVC)	Early Jan
5. Board reviews SPC recommendations and establishes MVC	Late Jan
6. SPC continues lit/data review, conducts SWOT analysis, and identifies/recommends 3-6 strategic objectives for the five-year period	Jan-Feb
7. Board reviews SPC recommendations and establishes five-year strategic objectives	March
8. SPC develops advisory annual action plans to advance achievement of five-year strategic objectives	April-May
9. Administration reviews SPC input, then develops annual action plans and monitoring tools to advance achievement of five-year strategic objectives	June-Sept
10. Plan implemented, monitored and evaluated for impact	Next school yr

in isolation; rather, groups interact with one another before ultimate directions are set. Finally, the amount of inputs is substantial. For example, before rendering any proposals, the SPC reviewed four extensive data sources to include: 1) internal data regarding student performance, financial health, growth/enrollment projections, and market analysis; 2) an internal administrative review of the current state of the system via the Baldrige criteria for performance excellence; 3) themes from stakeholder surveys; and 4) professional literature and research regarding recommended practices for developing high-performing learning systems and effectively anticipating future trends.

The district's core strategies (**Fig. P.1-2**) and vital signs (**Fig. P.1-4**) were developed through the parallel work of the cabinet and SPC in spring of 2008, after the mission/vision/commitments and long-term strategic objectives had been adopted but before the annual KPOs and action plans had been developed. This timing maximized return on the significant investment of analysis and study both groups had been pursuing earlier in the planning cycle. The district obtained consulting services to assist with this process from Performance Fact, Inc., which provided various examples and exemplars to consider in light of the district's journey. Through separate activities on different dates, the cabinet and SPC remarkably identified the same six vital signs from a list of approximately thirty that would best measure the system's long-term health. In addition, the four core strategies/competencies ultimately adopted by the district have been well received from the outset as organizers of our work and as capabilities we must develop in order to achieve our vision, mission and commitments to student learning. Key components of MNS's short and long-term plans are shown in **Figure 2.2-1**.

**Figure 2.1-2 Annual (Short-term) Strategic Planning Process and Timeline**

1. Cabinet leaders are organized into category teams per the Baldrige criteria	Sept
2. Staff/community volunteers are solicited for category team	Oct
3. Category teams conduct a gap analysis by examining the district's current state in that particular aspect of the system vs. what "best-in-class" organizations do per the Baldrige criteria	Nov-March
4. Category teams make prioritized recommendations to the	May-June
5. The cabinet reviews recommendations, eliminates redundan-	May-June
6. A group of over 40 staff and administrators are grounded in system data and strategic planning priorities, then determine the system priorities for the year (annual KPOs) that will be recommended to the school board	Late June
7. Board reviews and adopts KPOs	July-early
8. Administration identified owners, milestones and timelines	Aug-Sept
9. Plan implemented, monitored and evaluated for impact	Next school

Strategic advantages and challenges were originally identified through the SWOT analysis conducted by the SPC, internal system review via the Baldrige criteria conducted by the cabinet, and stakeholder input. These have since been updated and refined through the annual strategic planning process, subsequent stakeholder feedback, and input from category teams, the LT and school board as shown in **Figures P.2-1 and P.2-2**.

**2.1.a(2)**

To ensure that the district stays focused on its key factors, strategic planning teams are regularly grounded in the district's data, Baldrige criteria and the district's strategic plan prior to weighted scoring and other activities that determine annual KPOs. In addition, school scorecards (**Fig. 7.5-3**) provide multiple relevant indicators, which are benchmarked when available and are organized by the district's six vital signs to provide ongoing and balanced feedback about school and district health over time. Moreover, interim checks to the culminating strategic planning work each summer are provided through a comprehensive annual student achievement report that is presented to the school board by December and through a district scorecard (**Fig. 7.5-4**), which is updated and reported by the cabinet to the school board in March. A department-by-department examination of KPOs in cabinet meetings from December through March provides opportunity to identify and address emerging opportunities or threats to the system. This review occurs prior to culminating strategic planning sessions held during the summer and contributes to long-term sustainability.

Sustainability is a significant focus for the system, as conveyed by MNS's core strategies, which by design focus the

system to balance learning, human resource, financial and operations needs, year after year. Essentially, while annual (short-term) KPOs may vary from year to year, the core competencies (and the long-term, sustainable balance they represent) do not (**Fig. 2.2-1**). In addition, the focus of the district scorecard (**Fig. 7.5-4**) and the strategic deployment table (**Fig. 2.2-1**) — both organized around MNS's core strategies — by their design, keep a focus on sustainability.

Using the district's core strategies as the organizer for the annual KPOs on the CPR card ensures execution of the strategic plan. For each annual KPO, the CPR card (**Fig. 7.5-5**) lists a minimum of three tangible milestones of progress, states who is responsible for ensuring that milestone is met, and identifies the timeline for each milestone's achievement. At bi-monthly LTMs, dedicated agenda time is given to review any KPO milestones from the CPR card which have become due. The "owner" of that milestone is directed to reply before the group with the status of that milestone through the following numeric/color scale: 1) little or no progress (red), 2) partial progress (yellow), or 3) successful completion (green). Through this approach, observers of the CPR card can quickly and comprehensively identify the district's ability to execute the action plan for the year. The district has identified 17 KPOs for accomplishment in 2009-10 (**Fig. 2.2-1**). A partial sample of the CPR card is shown in **Figure 7.5-5**. The CPR card is available for review in full on site.

**2.1.b Strategic Objectives****2.1.b(1)**

The district's **five-year strategic objectives** through 2013 are the following:

1. Improve student performance through a focus on literacy, critical thinking, rigor and relevance.
2. Improve stakeholder satisfaction and perception of the district by incorporating a continuous improvement system and related values into all areas of district operations.
3. Maintain financial stability while improving cost-effectiveness and resource management.
4. Address facilities needs, particularly at the elementary level.

By focusing on the annual KPOs, board and district goals, the system advances toward achievement of the five-year objectives. These targets are organized around our core strategies and concisely described in **Figure 2.2-1**.

**2.1.b(2)**

MNS's annual strategic planning process, (**Fig. 2.1-2**) — which grounds participants in system data, gap analysis per the Baldrige criteria, and the system's strategic objectives — helps ensure that the system is addressing its key challenges and advantages. This alignment can be viewed by comparing the system's current focus (**Fig. 2.2-1**) in light of MNS's strategic advantages and challenges (**Fig. P.2-1 and P.2-2**).

The district's general approach is to focus most improvement efforts on achievement of annual performance objectives that will advance long-term objectives over time. In



Figure 2.2-1 Strategic Deployment , Performance Projection and Results

Strategic Aims of the Work System (Our Compass)	Workforce Focus Long-Term Strategy			Workforce Focus Short-Term Strategy (2009-10 Key Performance Objectives and 2009-10 District / Board Goals)	Current and Future Performance Projection (District Scorecard)				Key Results
	Core Competency (Core Strategy)	Key Action (Key Work Process)	Corollary Question Alignment		Performance Measure	2008-09 Data	2009-10 Goal	Regional Benchmark (Mission/ Vision Alignment)	
Every student learning, growing ... succeeding.	Enhancing Teaching and Learning	Curriculum Development	What do we want students to know and do?	KPO E1: Develop K-12 curriculum and assessment embed standards KPO E5: Identify critical thinking approach	WKCE Aggregate Reading	91 %	93 %	94 %	7.6-2 BYOC Learning Courses Published
		Assessment of Student Learning	How will we know if they learned it?	KPO E2: Identify most vital pieces of student data	WKCE Aggregate Math WKCE Special Ed Reading WKCE Special Ed Math	90.4 % 61.4 % 55.2 %	92 % 70 % 62 %	93 % 73 % 67 %	7.1-7 WKCE Results – All Subjects/All Students 7.1-8 Comparative WKCE Math and Reading Performance by Decile 7.1-9 WKCE Reading Results – Special Ed 7.1-10 WKCE Math Results – Special Ed 7.2-7 High School Graduation Rate 7.1-18 ACT Composite Scores
		Responsive Instruction	How will we respond when they don't learn it or already know it?	KPO E3: Develop system-wide interventions and related progress monitoring approaches	Graduation Rate ACT Composite	97.3 % 23.5	98 % 23.9	97.7 % 24.8	7.1-11 Achievement Gap Reduction in Reading 7.1-12 Achievement Gap Reduction in Math 7.1-19 Students Meeting Reading Benchmark 7.1-20 Students Meeting Writing Benchmark 7.1-21 Grades 5-10 MAP Assessment
		Staff Engagement and Professional Development	KPO D1 / District Goal #2: Develop school teams in using data-based improvement processes KPO D3 / District Goal #2: Extend growth of teacher leadership in differentiation KOP D4 / District Goal #2: Builds skills for collaboration and effective teaching practices	Highly Qualified Certified Staff Certified Staff Pursuing High Quality PD Workforce Retention	100% 99.7% 95%	100% 100% 95%	100% MNS 100% N/A	7.4-18 Percent of Staff Completing Highly Qualified PD 7.4-10 Teacher Absences due to Personal Days/Illness 7.4-8 Teacher Turnover Rate 7.4-9 Workforce Retention 7.4-3 Workforce Satisfaction by Segment 7.4-22 Internal Promotions	
	Providing Quality Leadership	Stakeholder Engagement		KPO D2: Create a communications plan Board Goal #3: Focus learning on community engagement approaches	Parent / Comm. Satisfaction Senior Satisfaction	89% 84%	93% 90%	N/A 93%	7.2-3 Student/Parent Satisfaction Rating 7.2-16 Open Enrollment History 7.5-2 Stakeholder Survey Efforts 7.2-17 Annual Budget Vote Passage 7.6-7 LT Members' Participation in Civic Group
Improvement Planning			Board Goal #1 / KPO P1: Pursue a comprehensive public information initiative District Goal #3 / KPO P2 Apply to Wisconsin Forward for system feedback	LT Members Trained as WFA Examiners	59 %	82 %	82 % MNS	7.6-3 LT Members Trained as WFA Examiners 7.5-2 School Improvement Plans 7.1-22 Parent/Student Perception of School Environment 7.6-5 Results of Organizational Strategy and Action Plans	
Performance Management			KPO P3: Identify and articulate key work processes across the district KPO P4 / District Goal #2: Provide training in responding to stakeholder feedback District Goal#1: Continue implementation of the district's strategic plan use of related progress monitoring tools	KPO Milestone Achievement BYOC Courses Published	92% 40	100 % 55	N/A N/A	7.6-1 Milestone Achievement in Strategic Planning 7.5-2 Administrator Supervision 7.4-16 Percent Admin. Evaluations Completed 7.4-17 Percent Teacher Evaluations Completed 7.4-15 Principal Walkthroughs per Week 7.6-6 Results Regarding Governance, Accountability and Compliance	
Resource Stewardship			KPO C4: Refine various aspects of facility usage Board Goal #2: Develop and adopt a long-term financial plan	Bond Rating Workers' Comp Mod Rate	Aa3 1.1	Aa3 .95	Aa1 .73	7.3-6 Bond Rating 7.3-4 Fund Balance as a % of Total Expenditures 7.3-1 Instructional Investment per Pupil 7.4-12 Class Size by Level	
Continuously Improving Services and Operations	Operational Enhancement		KPO C1: Update district communication technology and processes KPO C2: Complete development of the district intranet KPO C3: Create a new three-year technology plan	Safety Inspection Compliance Health Inspections (Major Findings)	100% 0%	100% 0%	100% MNS 0% MNS	7.5-1 Workers' Comp. Mod. Rating 7.6-6 Safety Inspection Compliance 7.6-6 Health Inspection Compliance 7.3-3 Energy Savings/Cost Avoidance	



fact, many of the district's strategic aims (e.g., K-12 curricular alignment, literacy development, and facilities improvements) require discreet annual progress steps over a sustained period in order to be realized. Thus, the annual strategic planning process seeks achievement of the district's long-term strategic objectives through a focus on aligned annual KPOs.

MNS invests greatly in the learning and professional development of its staff. Therefore, staff are commonly studying recent research and innovation in the field and sharing that with others. The foundations of the district's strategic plan were based on a review of best practices in the field, as are many of the subsequent annual KPOs. In order to better harness the great ideas and innovations key staff and schools are implementing and learning, our district is organizing for the first time in June 2010 a full-day Learning Leaders' Digest. This will allow key school and system leaders to share promising ideas for replication across the system as a result of 2009-10 school improvement efforts.

**Figure 2.2-1** communicates how MNS's strategic objectives address and align with the system's enduring core competencies/strategies. Several factors of MNS's strategic planning process contribute to balance. For example, the composition of participating groups and the orchestrated interaction between their efforts are a conscious effort to broaden perspective and seek balance in meeting needs of various stakeholder groups. Another key factor contributing to this is the district's core strategies, which organize the district's improvement work and which, by design, provide balance in efforts across learning, human resource, financial and operational needs.

## 2.2 Strategy Deployment

### 2.2.a. Action Plan Development and Deployment

#### 2.2.a(1)

**Figure 2.2-1** communicates how MNS converts its strategic objectives into action plans, performance projections and a focus on results. Conversion of strategic objectives to action plans is further assisted through the CPR card, as described in 2.1.a.(2).

#### 2.2.a(2)

MNS pursues several efforts to effectively communicate and deploy action plans throughout the system. Some key efforts to this end include the:

- CPR card's focus on tangible markers of progress
- Disbursement of responsibility for milestone achievement across the leadership team
- Standing agenda time at LTMs to action plan deployment
- Participation of all administrators from each building and system department at LTMs
- Publication of a strategic plan communication document each year that focuses on strategic objectives
- Sharing of annual KPOs at the outset of each school year at the district's August all staff meeting, with relevant follow-up at each school site afterwards
- Progress updates and subsequent site-based listening and

learning sessions throughout the school year

- Mid-year and end-of-year KPO progress reports to the school board and community.

The multiple methods of check-ins promote communication, necessary adjustments, and momentum building to positively impact achievement and sustainability.

#### 2.2.a(3)

Budget and strategic planning processes occur over a similar timeline as strategic planning so that both processes can be informed by the other. For example, strategic planning efforts have identified the state's school funding formula (particularly the significant reductions in 2009-10 state aid to Wisconsin schools) as a significant threat to sustainability. In response, the 2009-10 board goals are focused on addressing key issues related to funding and system sustainability. As a key result, the school board took action and approved a two-year, community-based 4K pilot to be implemented in the 2010-11 school year as an additional district program and revenue source for future years – a decision that is projected to bring over \$7 million of additional state aid to the system over a five-year period. This will reduce local taxes and better position the system to meet its mission of every student learning, growing, . . . succeeding.

The overlapped budgeting and strategic planning processes allow for appropriate budget allocation to address strategic priorities. In addition, monthly review of the budget by object at the board level provides regular oversight of resources so that risks and potential shortfalls can be noted and addressed as needed.

#### 2.2.a(4)

At a system level, any necessary modifications to established action plans are made directly on the CPR card, with the typical goal that, although a specific milestone or timeline may need to be adjusted due to unforeseen matters, the particular KPO will still be achieved at an alternative time within the same school year. Of course, a typical school year brings unforeseen challenges that require previously unplanned response and deployment (e.g., ARRA fund allocation and planning in spring/summer of 2009). In such cases, system leaders frame the issue, develop a plan for addressing the challenges, and ensure its achievement in addition to the other planned initiatives expressed on the CPR card.

#### 2.2.a(5)

After system priorities for the coming year are determined in early summer, administration conducts a series of processes such as gallery walk input for each proposed KPO and milestone, distribution of KPO owner assignment, and disbursement of key milestones across the school calendar to address capacity issues of the work force plan. Bi-monthly check-ins of CPR card progress and the inclusionary efforts of the annual strategic planning process assist further with identifying workforce capacity issues. For example, in response to feedback from stakeholders during year one implementation of MNS's strategic plan in 2008-09, the system reduced the KPOs from 28 to 17 in 2009-10. In addition, a





key principle of the system's approach is to focus on the results and tangible progress markers for each KPO. This focus on the ends rather than the means allows the owner of each initiative much flexibility in working with his/her team to meet identified targets and timelines well within their individual schedules and other work commitments, thereby maximizing capacity.

### 2.2.a(6)

The CPR card's numeric/color coded status check-in column for each KPO milestone is a key performance measure in MNS and serves as a strong indicator tracking achievement of action planning efforts (**Fig. 7.6-1**). School and district scorecards (**Fig. 7.5-3 and 7.5-4**) are other key progress monitoring tools for the system. Organizational alignment of our action plan measurement system is communicated in **Figure 2.2-1**. Organizational alignment is ensured through three district tools: A) the CPR card (**Fig. 7.5-5**), by the balance represented through the learning, human resource, financial and operations focus of the district's core strategies, which organize the CPR card and district work; B) school scorecards, through the vital signs, which organize scorecard data and which are designed to provide a comprehensive, balanced set of indicators regarding the system's ability to meet its mission; and C) the district scorecard by the balance represented by the core strategies organizing the tool.

### 2.2.b. Performance Projection

Performance projection for the system is shown in **Figure 2.2-1**. Performance projection is also built into school scorecards (**Fig. 7.5-3**) in each vital sign area (with the exception of *critical, adaptable thinking*, which is under development) and in the district scorecard (**Fig. 7.5-4**) wherever benchmarks are available. Performance projection is typically focused either on closing gaps of current MNS student achievement in regard to the NCLB goal of 100% proficiency or in regard to performance of the regional leader for a given indicator.

While MNS leads the county in some scorecard indicators and has been closing gaps in student achievement in relation to our competitors in many areas, the district recognizes it has to make significant ongoing progress in many areas to meet its vision of being the district of choice in Southeastern Wisconsin. The system's development of a comprehensive strategic plan, multiple efforts to implement and monitor progress, growth as a learning organization, and commitment to multiple system improvement initiatives should be seen as key efforts by MNS to identify, address and close remaining performance gaps over time.

## 3.0. Customer Focus

Through a strong SP process and embedded communication and listening approaches, MNS builds a student- and stakeholder-focused culture where students and stakeholders are engaged in the work of the organization's mission and vision. To serve their needs, build relationships, and create a culture of shared community, MNS uses a comprehensive approach to engage students and stakeholders. Primary customers are students, parents/guardians, and community members. To encourage hearing the voice of the customer MNS actively engages members from each of these

segments in numerous committees, focus groups, surveys, listening sessions, and other key mechanisms.

### 3.1. Customer Engagement

#### 3.1.a. Educational Programs, Offerings, and Services and Student and Stakeholder Support

##### 3.1a(1)

Using the SP process, MNS identifies key stakeholder requirements as well as the educational programs, services and offerings designed to meet these needs. Requirements and programs are determined by the following key approaches:

- Committee involvement (e.g., SP, CPC, FST)
- Survey feedback (e.g., 2007 superintendent, 2008 facilities, 2009 parent and student)
- Two-way communication opportunities (e.g., focus groups, listening and learning sessions, forums, board meetings)
- Data analysis (e.g., district- and school-level data retreats)

Feedback is typically analyzed and responded to through district-level committees and the school-level EOTG process. These teams innovate and modify programs, services and offerings through the plan, do, study, act (PDSA) cycle inherent in district approaches such as EOTG and the MNS curriculum planning process (**Fig. 6.2-1**). For example, within the planning phase of the curriculum process, teams review research and explore what best-in-class organizations are doing regarding educational programming and services that meet stakeholder needs. Using this information, teams shape a vision for program improvements which drives revised programming, offerings and services. Additional student and teacher input through surveys and focus groups are often deployed as part of the needs assessment process. Once recommendations are implemented, teams study the impact the improvements have on student learning and overall stakeholder satisfaction and make adjustments based on results.

This process, for example, was used with the district's K-12 science team. Through a comprehensive K-12 science study, the committee explored a coherent, standards-based, hands-on learning opportunity for K-8 students and focused efforts on providing choice and rigor to students in high school. The committee reviewed research, explored best-in-class districts and analyzed data to determine next steps. As a result, the district adopted a National Science Foundation recommended program for students K-8 that engages students and provides them with opportunities to grow and succeed (**Fig. P.1-5**). For students in high school, Accelerated Biology and Anatomy and Physiology were added to the course offerings. These modifications to curriculum supported two vital signs:

- Providing access to, participation in and success with rigor;
- Critical, adaptable thinking opportunities.

Offering the course, Anatomy and Physiology, on-site, satisfied student interest identified through survey and focus group data. Furthermore, related to the work process of resource stewardship, the district was no longer required to pay tuition for students to take the course at a local university through



Youth Options. In addition to the core strategy of *enhancing teaching and learning*, these program improvements addressed resource stewardship, aligned with the core strategy of *continuously improving services and operations*.

As identified through the district's SP, MNS's vision is to be the district of choice in Southeastern Wisconsin. Identifying innovative programs, offerings and services to attract and retain students is important for MNS. A series of pre-engineering courses titled Project Lead the Way (PLTW) offer workshop-based instructional programming across grade levels. Additional examples of innovative and rigorous course offerings include accelerated math and science courses, and the summer Extended Learning Academy. Through the program development and innovation process, the number of AP and Dual Credit courses available for students has also increased on a yearly basis (**Fig. 7.2-11 and 7.2-13**).

A key component to attracting new enrollees is the deployment of effective communication approaches. MNS communicates its comprehensive educational offerings and student performance success through multiple modes as noted in **Figure 3.2-1**. In addition, an individualized approach to providing programs, services and opportunities is addressed through the collaborative study team (CST) at each school.

MNS expands relationships with existing students and stakeholders through effective communication, input and listening approaches (**Fig. 3.2-1**) as well as through an individualized approach to providing programs, services and opportunities. To this end, each MNS school has a collaborative study team (CST) opportunity in place. Through this process, students' needs are identified and documented using an innovative non-traditional program planning design (NT). This approach allows students and parents to work collaboratively with school personnel to design an educational program that is specifically tailored to the academic needs of each student. All students are eligible for an individualized programming plan including students with acceleration needs (e.g., a second grade student taking third grade math), at risk of graduating (e.g., credit recovery classes), or taking a prerequisite course concurrently (e.g., biology and chemistry). An Individualized Education Plan (IEP) process is utilized to identify and support students with disabilities (SwD). In addition, an IEP is written outlining goals and objectives designed to provide specific educational services based on an individual student's needs.

Individualization of student programming as well as the active participation of stakeholders in the identification and assessment of innovative educational programs have positioned the district well in becoming the district of choice. Results of the districts efforts are seen positively in student enrollment (**Fig. 7.4-20**). MNS is serving more students in 2009-10 than ever before. In addition, with regard to open enrollment requests, far more students are requesting entrance into MNS than ever before and fewer MNS students are requesting to attend other districts, (**Fig. 7.2-16**). Inclusion of students, parents, and community members on numerous committees and various outreach offerings continue to build a culture of

community, shared responsibility, and expanding student and stakeholder relationships.

### 3.1.a(2)

MNS determines key mechanisms to support the use of educational programs, offerings and services through comprehensive communication and listening methods (**Fig. 3.2-1**). Key mechanisms used to sustain stakeholder and student use of educational offerings and support access to general school/district information and student progress are noted in **Figure 3.1-1** and segmented by stakeholder group. Specific mechanisms are further segmented by their level of access when confidentiality of student information is needed. For example, the IC portal is a confidential program that allows students and parents to view student progress and grades through a password-protected access portal. Furthermore, agility in these approaches is evidenced through the deployment of new technologies as changes and advancements occur over time. For example, during the 2008-09 school year, the Tech Committee researched and recommended that a rapid student/parent communication tool be purchased and implemented beginning with the 2009-10 school year. This research process resulted in the purchase and implementation of AlertNow, an automated mass email and/or phone communication tool. The system operates on various levels including district, individual school, or grade level.

**Figure 3.1-1 Key Mechanisms**

Key Mechanisms	Stakeholder Examples
Progress Monitoring	<ul style="list-style-type: none"> <li>Student performance on national, state and district tests</li> <li>School performance report</li> <li>Scorecards, dashboards</li> </ul>
Collaborative Opportunities	<ul style="list-style-type: none"> <li>HG&amp;D, CPC committees</li> <li>BOE, PTO, principal chats and listening and learning sessions</li> </ul>
Improvement Planning	<ul style="list-style-type: none"> <li>Strategic planning committee</li> <li>EOTG</li> </ul>
Communication Methods (Fig. 3.2-1)	<ul style="list-style-type: none"> <li>Student information system (IC)</li> <li>Parent information (AlertNow)</li> <li>Community forums (4K, Facilities)</li> <li>Surveys (parent/student satisfaction)</li> </ul>

Key communication/listening approaches (**Fig. 3.2-1**) are used to receive feedback from students and stakeholders regarding programs, offerings and services. Feedback is used to determine if students' and stakeholders' support requirements are being met and to identify potential gaps in supporting requirements based on stakeholder feedback.

### 3.1.a(3)

MNS's annual SP process (**Fig 2.1-2**) serves as the key method through which continuous improvement and organizational change take place. Systematic feedback from numerous student and stakeholder sources is obtained on an annual basis in addition to other sources of data that are received at various times during the course of the year. Student information is analyzed at both the school- and district- level and specific key indicators are tracked on a scorecard specific to each school. School scorecard data (**Fig. 7.5-3**) is further reduced to dashboards that contain individual student level



data. Vital data to assist MNS in keeping student and stakeholder support current comes from a variety of mechanisms, as shown in **Figure 3.1-1**. Data from these approaches inform the annual SP process. As a result of information received, communication and listening approaches are maintained or new approaches are researched and implemented.

### **3.1.b. Building a Student and Stakeholder Culture**

#### **3.1.b(1)**

Aligned with the core strategies of developing people and partnerships, stakeholder engagement is a key work process MNS works hard to establish and strengthen through disciplined efforts. MNS creates a collaborative, student-focused, and process oriented decision-making organizational culture that ensures a consistently positive student and stakeholder experience by deploying and continuously enhancing stakeholder engagement opportunities. A strong SP developed by stakeholders with the focus of ensuring that every student learns, grows and succeeds provides clear expectations and actionable goals. MNS monitors progress and communicates strengths and opportunities for improvement through scorecards, dashboards and annual KPOs. These tools provide organizational transparency and accountability that builds trust across stakeholder groups regarding the district's commitment to continuously improve.

A collaborative learning organization is contingent upon the successful development of relationships. MNS's WF and LT learning systems (**Fig 5.1-3**) reinforce a positive organizational culture through an emphasis on creating professional learning communities throughout the organization and increasing community outreach opportunities. Development systems focus efforts on teaching, promoting, and expecting collaborative organizational approaches. Demonstrating a commitment to building collaboration opportunities, a 2009-10 KPO requires each school to design a site-specific development plan for collaboration. With regard to community outreach, members of the LT participate in approximately 20 civic groups and elementary schools have an ongoing relationship with a community senior living facility. Furthermore, MNS invites and includes stakeholders in building a culture of shared community by bringing the public into district facilities. Elementary buildings offer shared learning opportunities for staff and parents such as literacy, volunteer, and student report card training. These are foundational experiences for developing common language and understanding of the district's use of researched-based, best practices to support student learning. Over time, these opportunities will help to eliminate imbalance in the relationships and lead to true partnerships with parents, students and community.

#### **3.1.b(2)**

MNS builds and manages relationships with students and stakeholders (both current and prospective) by actively soliciting feedback and engaging them in various communication and listening approaches (**Fig. 3.2-1**). In order to build/maintain positive relationships with students, create a sense of belonging within the educational environment, meet

and exceed student expectations and increase student involvement, MNS engages students through various approaches by offering:

- Comprehensive curriculum (e.g., standard core classes, special classes, and elective offerings)
- Differentiated, rigorous and relevant learning opportunities (e.g., hands-on science program, early reading empowerment, AP courses)
- Community involvement (e.g., partnerships with senior-living centers at elementary and community work/study opportunities, job shadowing and mock interviews at MHS)
- Committee input (e.g., SP, CPC)
- Transition programs (e.g., kindergarten round-up, summer offerings for 4th/8th graders moving to middle/high school)
- Co-curricular opportunities (e.g., clubs, athletics, music)
- Communication/listening approaches (**Fig 3.2-1**)

Specific to student learning opportunities and an example of how the district utilizes feedback to continuously improve, the cooperative work/study program provides over 100 students annually with an opportunity to work in the community with local business owners. Teachers meet regularly with supervisors to elicit input regarding the success of the educational program and gain insight regarding student progress. Based on input and feedback from stakeholders, adjustments are made to the program.

Annually the district monitors the success of student relationships and transition programs through satisfaction and perceptual survey questions administered to students from elementary through high school. Results are used to inform program modifications and are included on school scorecards (**Fig. 7.5-3**).

MNS engages the community and parents through open invitations publicized in local papers, district newsletters and on the district website to participate or share in various district activities, including:

- Fundraising events (e.g., runs, walks)
- Committee input (e.g., SP, CPC)
- Volunteer opportunities (e.g., mentor roles, health room supervision)
- Curriculum support (e.g., intergenerational books studies, cooperative work experiences)
- Collaborative partnerships (e.g., PLTW business education partnership, cooperative work/study programs)
- Athletic events and the Arts (e.g., music/band concerts, plays)
- Parent groups (e.g., PTO, Parents United and T.E.A.M.)
- Other communication/listening approaches (**Fig 3.2-1**)

Specific to the collaborative partnerships, the PLTW business education partnership invites local business owners/community members to attend and provide feedback on student engineering projects. Through this partnership, MNS engages stakeholders into the organization, providing them with an opportunity to support student learning and provide input into

**Figure 3.2-1 Key Communication/Listening Approaches**

Stakeholder Segment	Key Communication Modes	Key Listening Approaches	Feedback Used to:
<b>Students</b> (current, potential and former)	Daily Announcements Websites Handbooks Course Description Guide Infinite Campus (SIS) Individualized Meetings (e.g., NT, IEP, Career Planning) Progress/Report Cards	District/School Committees (e.g., SPC, CPC, SIT) Student Performance Data Satisfaction Surveys Course Evaluations Focus Groups Conferences (e.g., IEP Meetings) Registration Events (e.g. Kindergarten Round-up)	Adjust curriculum and instruction approaches Develop staff development Evaluate/consider new educational programming, services and offerings Differentiate/individualize programming for students
<b>Parents or Guardians</b> (Current, potential/future)	Newsletters Handbooks & Course Guide Website Infinite Campus Email, phone, AlertNow Principal Chats & PTO Progress/Report Cards & Conferences Progress Monitoring Tools (e.g., scorecards)	Principal Chats & PTO District/School Committees (e.g., SPC, CPC, SIT, FST) Surveys (e.g., satisfaction, input) Conferences (e.g., IEP meetings) Parents United/T.E.A.M. Email, phone Registration Events (e.g. Kindergarten Round-up)	Increase input and satisfaction Evaluate and shape programs, services and offerings Develop strategic plan Provide input on budgetary decisions
<b>Community</b>	District Newsletter BOE Meetings & Annual Budget Meeting Newspaper Website Progress Monitoring Tools (e.g., scorecards)	School-Based BOE Meetings & Annual Budget Meeting Community Forums District Committees (e.g., SPC, FST) Email, phone	Increase input and satisfaction Shape facilities and programming initiatives Evaluate and consider new communication methods

the educational system. In addition, parent groups within MNS are vital opportunities for parents across the district to engage in open dialogue and training on key issues. Teams of parents disseminate pertinent information to a wider group of parents. For example, Parents United arranged for a presentation on internet safety to increase the knowledge base and awareness of parents across the district on the dangers of children accessing specific internet sites and chat rooms.

The district's strong stakeholder relationships are demonstrated through indicators such as: 1) community support in passing multiple referenda and annual budgets (**Fig. 7.2-17**); 2) positive stakeholder satisfaction ratings (**Figs. 7.2-1 through 7.2-5; 7.1-22**); 3) increased student enrollment of resident and non-resident students (**Figs. 7.4-20; 7.2-16**); 4) student engagement indicators (e.g., attendance **Fig. 7.2-8**, truancy rate **Fig. 7.2-10**, drop-out rate **Fig. 7.2-9**, co-curricular involvement **Fig. 7.2-6**, enrollment in rigor **Figs. 7.2-12; 7.2-14** and graduation rate **Fig. 7.2-7**).

### 3.1.b(3)

Through survey instruments and other listening approaches (**Fig. 3.2-1**), MNS continues to refine existing methods and seek new ways to engage key stakeholders and promote positive relationships. Through the district's continuous improvement process, MNS (specifically the Category 3 Team) analyzes stakeholder feedback and compares current approaches with approaches used by best-in-class districts. The analysis helps determine whether the approaches utilized continue to align with the district's current needs and directions and provides a comparison of MNS approaches with other excellent organizations. The information is used to inform next steps for MNS and determine priorities for action planning.

## 3.2. Voice of the Customer

### 3.2.a. Student and Stakeholder Listening

#### 3.2.a(1)

MNS offers multiple opportunities for students and stakeholders to be heard: 1) attend board meetings (twice monthly) and speak during public forum or during agenda item of interest; 2) provide feedback or ask questions via a link on the district website; 3) participate in regularly scheduled principal chats, PTO meetings or listening and learning sessions; 4) attend public forums to offer input on key initiatives; and 5) engage in two-way conversations with BOE or leadership team members regarding key issues or events. **Figure 3.2-1** lists key listening methods segmented by stakeholder group along with how the district utilizes the feedback to continuously improve.

The district continues to seek and implement new listening approaches in order to obtain immediate and actionable feedback from students and stakeholders. In 2008-09, the district began administering a stakeholder satisfaction survey aligned to the six vital signs to district parents and students (**Fig. 7.2-3**). MNS will continue to administer this survey on an annual basis to obtain longitudinal data. Other annual student satisfaction surveys are administered to students in elementary through high school. These surveys include a year-end senior satisfaction survey (**Fig. 7.2-1**) and transition surveys. Results from surveys are analyzed and used to guide the development of district annual KPOs as well as district- and site-specific goals and are displayed on school scorecards (**7.5-3**). In addition, MNS utilizes other communication approaches (**Fig 3.2-1**) to provide feedback to students and stakeholders regarding how their input and feedback impact goal setting and action planning.



**3.2.a(2)**

Listening to former and potential students and parents takes place on both a large scale and individualized basis via the approaches listed in **Figure 3.2-1**. Specific to former students, a one-year-out letter and DPI survey is mailed to all special education graduates in order to obtain vital programming information and satisfaction ratings. Information acquired provides MNS with insight into strengths and opportunities for improvement of the programming, services and offerings afforded to students. Past graduates also receive invitations to attend events such as homecoming, reunions, school tours, open houses and special events. Furthermore, students who request to attend a non-district school through open enrollment provide information to MNS on the application form as to the reason for their request. Information received from students is analyzed through the SP process at the district and school levels.

MNS listens to potential students and parents by inviting them into district schools for individual tours, meetings with guidance counselors, and conversations with administrators. Shadow days with students are encouraged to give potential students a true experience of the academic and cultural climate of the prospective school. Success with these approaches is evidenced by the increased number of potential students and parents who are choosing to attend MNS through open enrollment **Figure 7.2-16**.

**3.2.a(3)**

Student and stakeholder complaints are managed through school board policy #870, Citizen Questions, Suggestions, and/or Concerns, and is summarized in **Figure 3.2-2**. The policy outlines a four-step process for filing, processing, responding to, and resolving complaints. A form for filing the complaint accompanies the policy and is mailed to all parents of students in the district with annual summer registration materials. It is also available in all district buildings. The complaint is initially forwarded to the party most responsible or with the greatest level of knowledge. This person is required to respond promptly, providing the complainant with a resolution. When

**Figure 3.2-2 Complaint Process**

Steps	If Stakeholder complaint relates to:		
	Teacher or Classroom Situation	Policy or General School Practice	District Services (Food, Transportation, Facilities, etc.)
1	Verbal /written contact with teacher	Verbal /written contact with building administrator	Verbal /written contact with building administrator or employee directly responsible for service
2	If unresolved, forward in writing to building administrator	If unresolved, forward in writing to supervisor of building administrator or assistant superintendent	If unresolved, forward in writing to supervisor of building administrator or assistant superintendent
3	If unresolved, forward in writing to superintendent		
4	If unresolved after completing Steps 1-3, forward in writing to the school board president, to determine the need for a hearing.		

matters are not resolved, a hierarchical approach is offered to complainants with the end step being the board.

Students and stakeholders also have the opportunity to forward complaints through other listening approaches (**Fig. 3.2-1**). District personnel receiving the complaint approaches the issue efficiently and expediently through a process that parallels steps one and two of the policy. MNS utilizes complaint issues as an opportunity to seek input on ways to improve processes and policy development. An example of this occurred during the 2008-09 school year when a parent discussed her dissatisfaction with a board member regarding the district's truancy policy. The board team reviewed the parent complaint along with the policy and made adjustments in line with concerns expressed through the complaint process.

**3.2.b. Determination of Student and Stakeholder Satisfaction and Engagement****3.2.b(1)**

Student and stakeholder satisfaction and engagement are determined through the systematic administration and examination of student and stakeholder satisfaction surveys as well as the analysis of specific data directly correlated to satisfaction and engagement. Two years ago, MNS recognized the need to develop a vehicle to gather satisfaction data from students and parents. For this purpose, both student and parent satisfaction surveys were developed by a category three team. These surveys were piloted during the 2008-09 school year. The overall results of this survey (**Fig. 7.1-22; 7.2-3; 7.2-4**) have provided MNS with baseline data that will be used to compare growth on an annual basis.

As noted previously, MNS annually surveys students and parents in order to gain their perception on indicators aligned with the district's six vital signs (**Fig. 7.2-3**). Along with school-based surveys, students and parents have multiple opportunities to share their level of satisfaction and engagement. Another indicator of stakeholder satisfaction is parent and community attendance at school activities, including band and choir concerts, athletic events, student conferences and registration days. In addition, student performance indicators are used to determine student satisfaction and engagement in school. Overall, when satisfied, students demonstrate high achievement and are highly engaged in educational programming.

More specifically, the following results are analyzed annually for insight into student and stakeholder engagement and satisfaction rates:

1. Community support of annual budgets (**7.2-17**)
2. Stakeholder satisfaction, exit and transition surveys (**Figs. 7.2-1 through 7.2-5; 7.1-22**)
3. Student enrollment data (**Figs. 7.4-20; 7.2-16**)
4. Student achievement (results 7.1), attendance (**Fig. 7.2-8**), truancy rate (**Fig. 7.2-10**), drop-out rate (**Fig. 7.2-9**), co-curricular (**Fig. 7.2-6**), rigorous course enrollment (**Figs. 7.2-12; 7.2-14**) and graduation rates (**Fig. 7.2-7**).

Information is reviewed and a root cause analysis is conducted by each SIT using the EOTG process. This process informs the annual plan for each building, including actionable



goals and continuous improvement steps while also serving as an opportunity to formally monitor progress. This data along with other data compose school scorecards (**Fig. 7.5-3**) and are communicated annually to the public via a school-based board meeting.

### **3.2.b(2)**

Information for comparing and benchmarking student results of MNS with competitors is obtained from DPI's WINNS website and from other written sources of information published or requested from the DPI as well as direct requests for specific information from competitor districts (**Figures 7.2-2 and 7.2-4**). These efforts assist internal progress monitoring of each data point on individual school scorecards (**Fig. 7.5-3**). The MNS data coach systematically updates all scorecard data and is responsible for aggregating/disaggregating data to use for reasons of comparison and benchmarking.

MNS analyzes the data and uses the information for creating positive changes in programming for students. For example, district ACT composite scores had remained relatively stable from 1998 – 2005 while regional competitors demonstrated a slight overall increase in ACT scores. The MNS high school administrative team conducted an action research study using PDSA that involved surveying school leaders at competitor high schools that were obtaining higher ACT scores. Information obtained from this survey served as the catalyst to introduce a series of progressive steps into the high school. These steps included, but were not limited to, increasing course rigor, implementing quarterly ACT test preparation programs, becoming an ACT testing site for all testing dates, and developing vertical teams in grades 7-12. The result has been a steady increase over the last three years in the percentage of graduating seniors participating in ACT testing (**Fig. 7.1-15**) and in ACT competitive scores (**Fig. 7.1-16-18**).

### **3.2b(3)**

Student and stakeholder dissatisfaction is determined by examining several key indicators. For students, these key indicators include the drop-out and habitual truancy rates (**Fig. 7.2-9 and 7.2-10**). These rates for MNS are extremely small in comparison to the state average and are regionally competitive. Student dissatisfaction is also determined by listening to students at principal chats and examining student satisfaction survey results.

Parent dissatisfaction is obtained from the MNS annual parent survey as well as from principal chats/coffees, PTO meetings, public forums, listening/feedback sessions, and parent-teacher conferences. Parent-teacher conferences are extremely well attended at all levels. At the elementary level, 99% of parents participate in some form of teacher conferencing. At the middle and high school levels, a tally of the number of conferences held demonstrates consistently high attendance. In addition, the implementation of IC in 2005-06 has increased the number of parent-teacher communications. When dissatisfaction is noted, personal contact by a school or district-level administrator is used to gain additional information and to address the situation. A district complaint

policy is also in place that utilizes a systematic process for addressing student and/or stakeholder dissatisfaction.

### **3.2.c. Analysis and Use of Student and Stakeholder Data** **3.2.c(1)**

MNS uses current data and researches best practice approaches and best-in-class districts to identify programs that will benefit present and future students. Education for Employment provides information on current and future careers where workforce shortages exist. In addition, MNS has developed career clusters that specify coursework to be completed as students move along a career pathway in pursuit of a degree or certificated program of study to enter into specific career fields.

One example of how research data was used to initiate a program of study in MNS occurred in the field of engineering. During the 2004-05 school year, research information was examined that demonstrated a present and future need for engineers. Members of MNS schools attended presentations at the Milwaukee School of Engineering to learn more about the PLTW pre-engineering program of study for high school students and learned from the best-in-class districts offering the program.

MNS applied for and received a Kern Foundation grant to assist with the initial cost of implementing this program. Beginning in 2005-06, the first two PLTW courses were offered in MNS as a result of using current data and research information to identify an educational program that would benefit both current and future students. Since implementation, MNS has offered all five PLTW courses in the sequence and the number of students choosing to enroll in these courses has increased on a yearly basis.

### **3.2c(2)**

Information regarding changes in student and stakeholder requirements are obtained from several sources including professional projection studies, listening to stakeholders, state/federal requirements and student performance data. Five-year district enrollment projections that are calculated using three different methods are studied and applied to the state funding formula to inform the annual budget development process. Data and the budget development process allows MNS to work toward meeting the budgetary requirements of educating all students.

Additional information on student requirements is obtained through state or federal law requirements. For example, the NCLB Act requires that 100% of students meet proficiency on state assessments. MNS carefully monitors student progress by district, school, disaggregated group and individual student. In addition, data is analyzed to inform curriculum development efforts, instructional practices and student intervention approaches as part of the EOTG school improvement process. As a result, systematic improvements such as progress monitoring tools and interim assessments (e.g., EXPLORE, MAP) that allow the district to track student growth on a more continuous and frequent basis have recently been implemented. These tools give further information to teachers, guidance



counselors, and district administrators regarding the educational needs and requirements of students. This information assists teachers in differentiating instruction and providing appropriate intervention strategies for students.

Parent-teacher conferences also give teachers valuable information to assist MNS in creating programs, services and offerings that support student learning. These conferences take place twice each school year. In addition, parents and teachers can arrange to meet and conference at another time on an individual basis. Guidance counselors and teaching staff also attend local and statewide conferences to learn more about changing market trends to better meet the educational requirements of students. Furthermore, guidance counselors and administrators belong to local, state, and national professional organizations. These organizations send email updates, publish monthly bulletins, mail professional journals, and conduct conferences that address changing trends and requirements that MNS uses to adjust programs, services and offerings for students. .

### 3.2c(3)

MNS markets successes through various public and district venues including newspapers, newsletters, staff and district staff meetings, public forums and BOE meetings. Systematically, MNS shares its progress toward reaching school and district goals by presenting scorecard data at each site and at the district-level during bi-monthly board meetings. Accountability, transparency and a commitment to putting the SP into action are communicated through these sharing opportunities.

Typically, school and district newsletters highlight specific awards, superior student work and academic performance. Sharing also takes place in the local newspaper and at the BOE meetings that are aired on a cable channel. Recently, the high school band and choir were selected (through an anonymous application process) to perform at the state band and choir director's annual conference. The prestigious honor of both a band and choir from the same school being selected to perform in that venue has never been offered to MNS or any other Wisconsin school district and was celebrated in local newspapers and through the district newsletter as well as during a BOE meetings. A similar marketing process was put in place recently when district overall composite ACT scores demonstrated an increase for the third straight year. Celebrating the successes MNS has in meeting its mission of every student learning, growing and succeeding builds a culture that advances the MNS reputation of being the district of choice in Southeastern Wisconsin.

### 3.2c(4)

The approaches used to listen to students and stakeholders are kept current with organizational needs and directions through the annual SP process (Fig. 2.1-2). Feedback, input, complaints, satisfaction and engagement data are analyzed at least annually and practices, processes and systems are reviewed for relevance, appropriateness and improvement possibilities. Data retreats at the district and school sites and ongoing EOTG work are venues to get the work completed.

## 4.0. Measurement, Analysis, and Knowledge Management

### 4.1 Measurement, Analysis, and Improvement of Organizational Performance

#### 4.1.a. Performance Measurement

##### 4.1.a(1)

**Figure 2.2-1** conveys how key performance data for the system is selected, aligned and benchmarked relative to each of the system's four core strategies/competencies. The district scorecard (**Fig. 7.5-4**) is used to communicate this system-level data in a comprehensible manner to district staff and stakeholders. Performance measurement at the school level is selected, aligned and benchmarked by the system's six vital signs (**Fig. P.1-4**). Each school's scorecard (**Fig. 7.5-3**) is used to communicate key school-level data in an understandable manner. For those with legal rights to the information, school and district scorecards have the opportunity for further drill down of information by trend, individual student, etc. Each of the school scorecards will be available upon a site visit, as will appropriate dashboards. The scorecards are updated throughout the year as new information on specific indicators becomes available. Through the oversight of the cabinet, performance measure benchmarks and specific performance goals are identified on an annual basis .

Data from the district scorecard and school scorecards feed into the annual SP process (**Fig. 2.1-2**). School and district scorecards are also key foci for annual face-to-face reports/discussion of each school's leadership team and the cabinet with the school board in nine separate board meetings over the course of each school year. This performance measurement data informs and inspires innovation through A) its use at the late June annual KPO setting meeting for the system and B) through the Learning Leaders' Digest sharing process that takes place at the end of the annual EOTG process (**Fig. 4.1-1**) and that feeds into planning ideas for the subsequent year's school improvement efforts.

**Figure 4.1-1 Eye on the Goal Process.**



In addition, student data for grades, attendance, assignments, discipline and assessment is collected by teaching staff and administrators in Infinite Campus (IC). Through IC user rights, this data is provided 24 hours a day to any



stakeholder who has need and legal rights to it. Student special education information is collected in Oasys and in IC for state reporting. Upon the completion of MAP assessments, online reports are available to staff for analysis and instructional purposes 24 hours a day. In addition, the state Turnleaf system is used for housing WKCE data, which is then imported to IC for staff access and further analysis.

#### 4.1.a(2)

MNS focuses considerable attention viewing district performance via other regional public school districts, particularly those in Waukesha County. This is the case since Waukesha County is one of the most desirable areas to live in Wisconsin and in the U.S., and it is the system's vision to be the district of choice in southeastern Wisconsin, Waukesha County being a leader within this region. Therefore, districts in Waukesha County are the main source for comparative data on school and district scorecard indicators. Benchmarks for a given indicator represent the "best-in-class" for the region on a three-year trend, with data updated annually. In areas where district performance does not yet lead the region, annual goals are set to close gaps between current district performance and that of the benchmark. In areas where district performance does lead the region, further improvement of performance is typically set as a goal in efforts to sustain regional leadership. For both aggregate and subgroup WKCE scores, the benchmark is 100% of students scoring proficient or advanced in the specific assessment. Annual goals are set at an interval closing the achievement gap between current performance and the NCLB target of 100% proficiency by 2013-14. For other functions that don't have direct comparators in the area, MNS looks outside the geographic area or industry for benchmarks and targets. For example, IT uses technology sector standards for help-desk response.

#### 4.1.a(3)

Since spring 2008, MNS leadership has been focused on developing a performance measurement system that provides:

- A quick assessment regarding progress on the MNS vision of being the district of choice in the region (hence, benchmarking and color-coding of results),
- The necessary focus to provide feedback on achievement of the district mission of helping every student learn, grow, . . . succeed (therefore, the *achievement gap reduction* vital sign and drill-down focus on dashboards)
- A balanced assessment of school and district health over time (for this reason, the organization of school scorecards around six vital signs and the district scorecard by four core strategies, with multiple indicators across sections).

This "end in mind" focus has led to the development of several progress monitoring tools and processes that would be considered innovative in many educational circles. The development of these tools, though, and their extensions (such as the school and departmental dashboards) is ongoing. Regular reviews of these tools by school teams, the LT, cabinet and the board keep MNS's performance measurement system current and relevant. For example, both the cabinet and LT

devote agenda time at several meetings each year to review the components of district and school scorecards to determine if they are meeting their intended purposes. A recent improvement based on these efforts is the insertion of key stakeholder feedback items onto 2009-10 scorecards. Furthermore, in order to maximize effectiveness, MNS strives to "continue the course" in its long-term strategic aims while also developing the capacity to respond readily to unexpected changes. Therefore, annual board or district goals (and progress measurement) are levers within the MNS performance measurement system for responding to such unforeseen changes. Other components, such as vital signs, however, remain constant over time to promote long-term achievement of identified objectives.

#### 4.1.b. Performance Analysis and Review

**Figure 4.1-2** shows several key review processes MNS uses to inform performance. The annual SP process (**Fig. 2.1-2**), bi-monthly CPR card (**Fig. 7.5-5**) review and annual district scorecard (**Fig. 7.5-4**) reports to the school board focus performance analysis and review at the system level. The EOTG process (**Fig. 4.1-1**) (that brings school teams together for trimester data analysis, reflection, and adjustments) and annual school scorecard (**Fig. 7.5-3**) reports to the board focus performance analysis and review at the site level. Other appraisals include bi-monthly budget reviews by the board, annual performance survey feedback analysis by LT members, the curriculum study process, supervision and evaluations of teaching staff, parent and student satisfaction surveys, and district- and building-level technology committees.

**Figure 4.1-2 Review Processes Informing Performance**



The analysis, quality, and validity of these reviews are assisted through the inclusion of varied participants, regular incorporation of multiple performance indicators, layering of a variety of performance analysis approaches, benchmarking of results where available, and the transparency of the processes and progress monitoring tools.

At the district level, the CPR card results and district scorecard information feed into the annual SP process, which includes review efforts by Cat Teams and the cabinet in preparation for the June KPO setting meeting involving over 40 staff. These processes also feed into the semi-annual progress reports from the superintendent to the board and into the





superintendent's annual self-reflection and performance review. At the school level, a review and reflection of student achievement data at trimester intervals and through continued updates on the school scorecard inform plans for the subsequent year's improvement efforts using the EOTG process. These processes also feed into semi-annual performance meetings between the LT member and supervisor. The alignment apparent in **figures 7.6-5, 2.2-1, 7.5-1 and 7.5-2** in combination with frequent benchmarking of results in various district progress monitoring tools greatly assist MNS to assess organizational success, performance relative to competitors, and progress relative to strategic objectives and action plans.

Multiple efforts by several groups in the system (Cat teams, SITs, cabinet, LT, board team, school board, and the annual KPO setting team) meet at different times throughout the year to review the performance measurement system. These results help MNS use the review efforts to respond rapidly to changes, if needed. For example, after receiving news of the impact from the unexpected economic downturn and assessing local financial impact the district decided to pursue another review of 4K for potential implementation in fall of 2009. This is an example of ongoing assessment and the system's response with agility.

#### 4.1.c. Performance Improvement

Organizational performance review findings are translated into priorities through:

- annual KPOs
- articulation of annual district and board goals
- regular sharing of school and district scorecards
- the annual district strategic planning communication document
- August all staff meeting
- incorporation of leadership teams from each school during key events of the EOTG process

For example, in June 2009, the performance review findings helped sites realize that closing achievement gaps needed to be a 2009-10 continuous improvement focus at each school. Furthermore, sites also realized that differentiation needed to be one of the targeted high-leverage strategies for each school. The school improvement process of embedding EOTG, combined with the culminating event of the Learning Leaders' Digest in June, should further assist MNS in disseminating breakthrough improvement and innovation efforts throughout the system. This process also has each school team take responsibility for developing a plan for disseminating this information and facilitating necessary professional development for staff in their respective schools. Furthermore, when appropriate, performance analysis findings also shape regular meetings with main IT vendors/partners.

## 4.2. Management of Information, Knowledge, and Information Technology

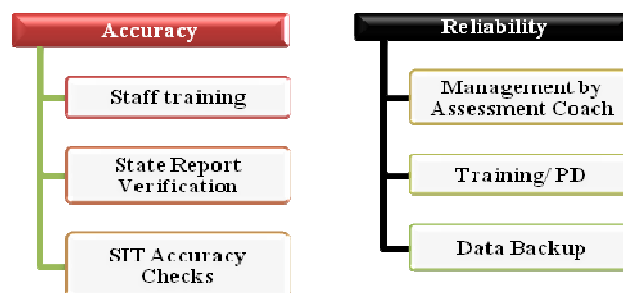
### 4.2.a. Data, Information, and Knowledge Management

#### 4.2.a.(1)

Data accuracy (**Fig. 4.2-1**) is maintained through training

of staff members who enter information into the district database systems. In addition, all state-reported information is verified at the school and district levels before being reported. Moreover, school-based improvement teams review building data and check for accuracy while doing improvement planning processes.

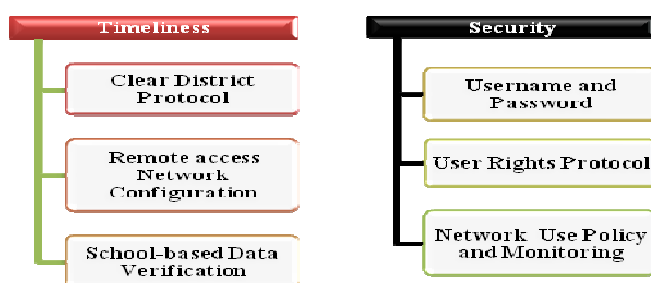
**Figure 4.2-1 Measures Ensuring Data Accuracy and Reliability**



Data integrity and reliability (**Fig. 4.2-1**) are ensured through the use of multiple methods. First, assessment data is reviewed by the teacher and the district assessment coach, who manages the import process into IC. The assessment coach is also responsible for training proctors for the MAP testing application to ensure data integrity. Similarly, PD is provided for handlers of financial and student data and is key to maintaining the integrity and reliability of the individual data systems. Data backup is also essential, and such procedures are in place using Unitrends disk-to-disk backup systems. In addition, all building servers are backed up to either HS or ESC units, while IC is backed up locally and to IC headquarters in Minneapolis. Based on advances in servers, data is now being replicated between the ESC and MHS storage area networks to provide additional redundancy.

Timeliness of data (**Fig. 4.2-2**) is aided by several factors. The MNS Staff Handbook communicates standardized protocol concerning timelines for entering assessment information into IC and for reporting elementary literacy benchmark data. In addition, current implementation of Microsoft System Center Configuration Manager software and servers allows for remote push of applications to workstations on an as-needed basis to facilitate access and problem-solving. Furthermore, administrative assistants at each school enter behavioral incidents, verify attendance data, and input grading information at each reporting period to avoid a logjam of new data resulting from data entry efforts at one time from one centralized position.

**Figure 4.2-2 Measures Ensuring Data Timeliness and Security**



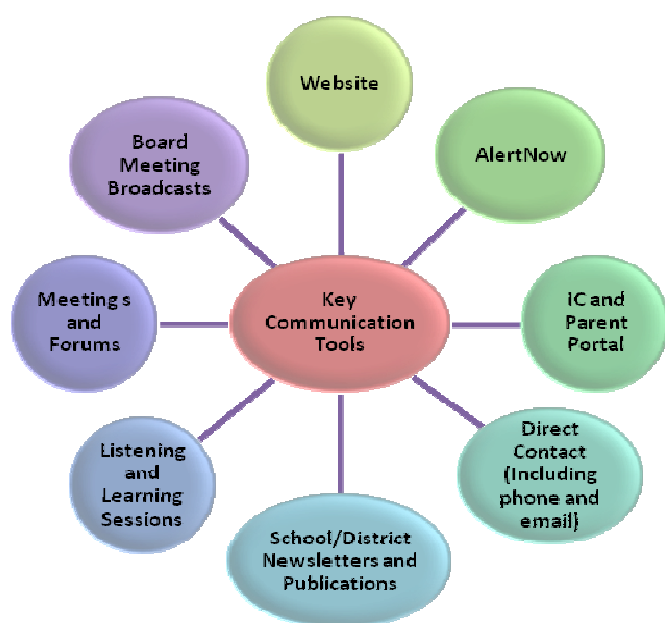


Security and confidentiality are ensured through several approaches (**Fig. 4.2-2**). All district servers require a username and password for access to information. Second, all requests for user access to student information are made through the building principal or district-level department head, who are guardians of their respective data to the Director of Technology. Necessary rights are assigned to users through security groups within each application. In addition, the MNS acceptable use policy is strictly enforced throughout the district. Finally, the district-maintained firewall, content filter, and network monitoring application provide a secure environment and audit trail for determining misuse.

#### 4.2.a(2)

MNS uses a variety of tools for communicating with stakeholders (**Fig. 4.2-3**). Most of these have already been discussed. In addition, the IC parent portal provides real-time access to student data for parents, guardians, and students, while AlertNow rapidly provides emergency messages or other significant building and district-wide notifications. Specific to staff, scorecards and dashboards are available through IC via the web for principals, and, within 24 hours of testing, MAP data is available to teachers and administrators through the internet. In general, IC data (assessment, attendance, etc.) is made available to users on a need-to-know basis through security groups. Specific to district partners, IT staff conduct monthly meetings with key vendors to ensure that our plans and strategies remain current with market changes. In addition, the business and operation departments maintain ongoing lines of communication with partner vendors via scheduled meetings, phone conferences, email, and membership in WASBO.

**Figure 4.2-3 Key MNS Communication Tools**



#### 4.2.a.(3)

IC is used by all levels of MNS for entering student data. This provides a common tool and point of reference for teachers to access information. Email communication is

another means to provide common information and understanding for collection and transfer of workforce knowledge. Knowledge is transferred to stakeholders, suppliers, parents, and collaborators through the district website; email communications; and shared drives for Moodle courses. The use of Moodle and teacher shared drives highlights the district's ability to rapidly identify and share best practice among collaborative teams. **Figure 2.1-2** describes how relevant knowledge is used in the SP process.

#### 4.2.b. Management of Information Resources and Technology

##### 4.2.b(1)

Network security and reliability is maintained by IT staff members involved with network support. The Director of Technology, in conjunction with building administrators, makes decisions regarding hardware, software, and related purchases. The district network is protected by a firewall, content filter, corporate antivirus system, spam firewall, and network monitoring software. To ensure the system is user friendly, school technology teams provide recommendations to IT staff about current issues and possible future directions for site technology.

##### 4.2.b(2)

In the event of an emergency, hardware, software, and data/information systems continue to be available due to the usage of electrical generators for district hardware. Each server room in the district is protected by UPS systems and surge protectors. There are disk-to-disk backup systems in place that archive all district data on a nightly basis. In addition, disk replication between the MHS and ESC storage area networks provide data redundancy between buildings. IC data is backed up to the IC offices in Minnesota as an additional precaution.

##### 4.2.b(3)

In order to keep data and information availability mechanisms, MNS strategic planning incorporates technology changes within its scope, so that data and information systems, and hard and software are current with educational needs and technological advancements. The district Tech Committee, along with building committees, provide feedback loops to the Director of Technology as to needs/possible modifications that are proposed by end user staff. A three-year technology plan, as required by DPI, is used in conjunction with the board approved strategic objectives to provide direction to IT changes. The district Tech Committee includes teaching and administrative staff, and community members. The IT staff participates in a variety of technology organizations, including the Infinite Campus WI User Board, to keep organizational knowledge current. Additional on-going participation by staff in vendor meetings and technology presentations provides additional feedback about current and future trends. Furthermore, the district participates in the WiscNet state level meetings regarding upcoming changes and technologies.



## 5.0. Workforce Focus

### 5.1. Workforce Engagement

#### 5.1.a. Workforce Enrichment

##### 5.1.a(1)

Key factors affecting satisfaction and engagement for each WF segment are identified through the district's communication process and are listed in **Figure 5.1-1**.

**Figure 5.1-1 Key Factors by WF Segment**

Workforce Segment	Key Factors
Administrators	Safe, well maintained work environment
	Learning and collaboration
	Competitive pay and benefits
	Well aligned strategic plan
	Leadership opportunities
Teachers	Safe, well maintained work environment
	Learning and collaboration
	Pay and benefits
	Input
	Recognition
	Class Size
Support Staff	Safe, well maintained work environment
	Pay and benefits
	Learning and collaboration
	Recognition

##### 5.1.a(2)

The focus of MNS's communication process is to encourage two-way, open communication and input opportunities. District-level and school-level administrators encourage on-going and one-on-one communication with each staff member. Formal approaches used in the communication process include:

- Listening and learning sessions
- Conversations and negotiations with union groups
- Committees (e.g., CD, CPC, PD, HG&D)
- Survey instruments (e.g., performance feedback)
- Interviews
- E-mail and phone conversations
- Negotiations
- Rotating school board meetings
- Staff meetings
- Grade/department/vertical team meetings
- Shadowing and focus groups

Listening and learning sessions are scheduled annually at each site and are organized to encourage and facilitate open communication regarding a variety of topics/issues between staff and district administration. These sessions are provided in two different formats: one with the superintendent and assistant superintendent involving a variety of staff-identified topics and the other involving cabinet members around school improvement foci and feedback. Beginning in the spring of 2009, to augment MNS's communication process, regular conversations are scheduled with individual employee groups (e.g., teacher union leaders, food service staff, custodians, aides) to further nurture trusting relationships and

collaboratively problem solve. Furthermore, numerous committee meetings are offered throughout the year (e.g., vertical and horizontal curriculum teams, CPC, SIT, SPC, Cat teams) where staff is encouraged to provide input on key initiatives through a consensus building process. In addition, performance feedback surveys provide a venue for staff to share their perceptions and satisfaction regarding school and district administrators. Data is reviewed and used to inform and guide the work of each building and district-level supervisor. Furthermore, through interviews during the hiring process, future employees provide the district with input on what attracts them to the district (e.g., focus on learning, pay and benefits, and a strategic plan with a clear vision).

These communication approaches provide all staff with opportunities to voice diverse ideas, opinions and thinking that help shape the organization's actions. For example, with input from individual teachers who possess varying ideas, thoughts and experiences, K-12 teams collaboratively create curriculum and assessments (**Fig. 6.2-1**). A common, system-level product is designed from the work of this diverse team to guarantee that each student will receive a viable curriculum that provides a similar opportunity to learn regardless of the teacher assigned.

The communication process also includes one-way approaches that support efforts to inform all stakeholders and align efforts. Annually, the district conducts an all staff "state of the district" presentation that focuses on continuing our course in efforts to achieve MNS's mission and vision. In the past, certain segments of the WF rarely attended this all-staff meeting because it occurred prior to the official start of the school year. Beginning in the 2009-10 school year, hourly employees received hourly compensation for their participation and involvement in the all-staff meeting.. This effort was successful, as groups within the support staff segment who had not previously attended this (i.e., food service staff, aides, administrative assistants) now did.

In addition, a district newsletter is published annually to highlight key efforts within the organization toward becoming the district of choice. In addition, all schools provide weekly written communication to staff through an e-news or newsletter format. Furthermore, monthly staff meetings occur and are frequently co-facilitated between teachers and administrators to provide information, garner input and promote common learning.

##### 5.1.a(3)

Developing people and partnerships is a core strategy for MNS. Aligned to this competency is the key work process of staff engagement and professional development (**Fig. 2.2-1**). The system reinforces a focus on student learning and achievement of the SP by aligning system processes and procedures with the mission and vision. MNS supports high performance work and engagement through the approaches articulated in **Figure 5.1-2**. To engage staff to achieve high performance, the district encourages the WF to pursue advanced degrees and other personal growth experiences through course and workshop reimbursement opportunities.

**Figure 5.1-2 Approaches Supporting High Performance and WF Engagement**

Approaches		Staff Segment	Purpose	Measure
Professional Learning Opportunities	New Staff Orientations	All	Financially support continuous learning in order to enhance practices that positively impact student learning.	Participation rate # of summer staff development opportunities and participation % of highly qualified teachers Guest teacher use
	On-going Professional Development	Teachers Administrators		
	Meeting Structures	All		
	Skills and Knowledge Development	All		
	Collaborative Committee Meetings	Primarily Teachers and Administrators		
	Feedback and Evaluation	All	Recognize high leverage practices, identify areas for individual improvement, set goals and continuously improve.	# conducted weekly % completion rate annually
Recognition	Superintendent Reports at School Board Meetings	All	Recognize, praise and promote what the district wants to see more of.	# Recognitions at board and building level Compass recipient representation among work groups
	Compass Recognition			
	Staff Meetings and Newsletters			
Hiring Process	Rigorous Screening	All	Identify talent and disposition in candidates that aligns with district's mission, vision and commitments to student learning.	Retention rate (resignation) # Applicants
	Standardized Interviews			
	Background and Reference Checking			
	Performance and Panel-based Interviews			
Pay and Benefits	Competitive Salary and Benefit Packages	All	Reinforce and recognize work efforts that support the district in reaching the vision of being the district of choice.	Pay and benefit comparables

For a number of years staff recognition efforts, typically announced at teacher meetings or through newsletters, have been effectively implemented within many district buildings. Bringing this recognition to a system level was first implemented through the Compass award in 2007-08. This honor is designed to recognize top performers in the system, across WF segments, for their consistent commitment to student learning, innovative practices, and partnerships with community and parents [1.1.b(1) and Fig. 7.4-21].

### 5.1.b. Workforce and Leader Development

#### 5.1.b(1)

**Figure 5.1-3** illustrates the breadth of professional learning opportunities supported by the organization. The learning system is well aligned to the core strategies of *enhancing teaching and learning* and *developing people and partnerships*. The majority of learning supported by the district aligns with the work processes of curriculum development, assessment of student learning, and responsive instruction that are associated with the core strategy of *enhancing teaching and learning* (**Fig. 2.2-1**). The core strategy of *developing people and partnerships* incorporates the work processes of staff engagement and professional development in order to foster high-performance and engagement. These two core strategies are used by the district to address strategic challenges (**Fig. P.2-2**) in the areas of learning and human resources. Through the district's continuous improvement efforts, the learning system undergoes frequent refinements to better address challenges that impede progress toward the district's vision. For example, to support learning, finding time for staff to collaborate during the school year was a challenge. In response, the district has allocated more resources to support summer collaboration opportunities through the curriculum proposal process and

provides staff with additional pay. Furthermore, in 2009 specific financial resources were provided by the district to each site to encourage and support team learning throughout the year.

The adoption of on-line curriculum and assessment management systems (BYOC and BYOA) characterize how the district has championed innovation to address and improve the core competency of *enhancing teaching and learning*. For example, collaborative teams work together to design units of study and input them into the web-based system, where colleagues and parents may access them. Through the implementation phase, the robust learning system demonstrates agility by aligning learning opportunities that prepare staff to effectively deploy the units of study through the curriculum development work process.

#### 5.1.b(2)

The learning system (**Fig. 5.1-3**) addresses identified staff needs through goal setting for all three WF segments. Goal-setting is embedded in on-going professional development, feedback, and evaluation approaches, resulting in goals identified by staff and by supervisors. Through these goals, staff identify and employ relevant professional learning approaches to enhance their skills and knowledge. Given the importance of feedback and goal setting to the development of the WF, the district has set a goal of 100% evaluation completion (**Fig. 7.4-16 and 7.4-17**). Further, targeted teachers within the organization (e.g., new teachers) and the entire LT create formal PDPs that are used for goal setting, action planning, and/or license renewal through DPI. System learning needs are addressed through LT meetings, where all administrators and directors take part in PD that is identified



**Figure 5. 1-3 MNS Learning System: Further Delineating Professional Learning Approaches**

Professional learning Approaches		Frequency	Incentives
New Staff Orientations	New Teacher Orientation	Start of Year	In-service credit
	Support Staff Training	On-going	Pay
On-going Professional Development	Mentors, coaches and buddies	On-going	Job-embedded
	Early Release Days – Staff Development and Collaboration	6 at elementary; 4 at Secondary	Job-embedded
	Full Day – Staff Development and Collaboration	2 days	Job-embedded
	In-service	3 days	Job-embedded; goal setting
	Curriculum Proposals (e.g., collaboratively design curriculum, book studies)	On-going	Curriculum pay, in-service credit,
	Summer Staff Development (e.g., Technology Academy)	Annually – 3 weeks of classes	Curriculum pay, in-service credit, course credit to advance on salary schedule
Meeting Structures	LTM	Twice monthly	Job-embedded
	School Staff Meetings	Monthly	Job-embedded
	SIT	On-going	Curriculum pay, in-service credit and/or job embedded
	Department/Grade Level Meetings (e.g., science team, custodial supervisors)	Monthly	Job-embedded
	Site-specific Teams (i.e., technology committee, SIT)	Monthly	Job-embedded, in-service credit or professional duty
Skills and Knowledge Development	District Level Data Retreats	Three times per Year	Job-embedded
	100% Reimbursable courses	On-going	Credit to advance on salary schedule
	Course Reimbursement	On-going	Credit to advance on salary schedule
	Workshops and Conferences (e.g., SEWAC)	On-going	Job-embedded
	Practicum Experiences	On-going	Job-embedded
	Peer Classroom Visits	On-going	Job-embedded
Collaborative Committee Meetings	K-12 Vertical Teams	Quarterly	Job-embedded
	District-Level Teams (CPC, SP, Cat Teams, Supervision/Evaluation, HGD, Collaboration)	On-going	Curriculum pay, in-service credit, professional duty
Feedback and Evaluation	Walkthroughs	Weekly	Coaching
	Supervision and Evaluation	Annually, 3-year cycle	Coaching; goal setting
	Performance Feedback	Annually	Coaching; goal setting
	Teacher Coaches	On-going	Coaching; goal setting

through the strategic planning process. Furthermore, learning components are embedded into meetings as well as board team meetings, cabinet and board meetings.

The learning system is further deepened by capturing knowledge and ideas from departing staff through exit interviews or surveys. In addition, departing support staff are often paired with new hires to train and transfer knowledge.

New knowledge and implementation is reinforced through the walkthrough process and coaching opportunities. Differentiation and learner engagement are identified as high-leverage practices in the system and are therefore targets for the walkthrough process and coaching. Walkthroughs, conducted weekly by building-level administrators provide teachers with feedback regarding their purposeful efforts toward implementing differentiated practices and conducting highly engaging instruction. The goal is for building administrators to conduct fifteen classroom walkthroughs per week to provide feedback to faculty (**Fig. 7.4-15**). As a normal

course of their role in the district, secondary level teacher coaches and department chairs also conduct walkthroughs, providing on-the-spot coaching and support for newly implemented instructional practices. At the district-level, cabinet members conduct a systematic walkthrough to provide schools with feedback regarding student engagement levels and literacy best practice implementation, that is used by building level leadership teams to advance school improvement efforts through EOTG (**Fig. 4.1-1**). In addition, new teachers and administrators are provided mentors and building-level buddies who support new staff in their transition into the system.

### 5.1.b(3)

MNS evaluates the effectiveness of the learning and development system through the analysis of student achievement results as noted in 7.1. The system appears to be providing and supporting staff development that is positively impacting student learning as evidenced by increased achievement on the ACT, AP and WKCE indicators. Another avenue of discerning the effectiveness of the learning system is



through direct input (e.g., exit slips and surveys) from attendees engaged in PD and CD opportunities. Information received is used to adjust future learning and curriculum development experiences. For example, in 2007-08, the teachers revealed through a survey instrument that the PD opportunities, organized through mini-sessions, were too short to be meaningful or useful. The staff development committee demonstrated agility in their use of this feedback to refine scheduled PD offerings, providing longer, more focused learning sessions. This process allows MNS to demonstrate and value flexibility so that necessary adjustments to PD sessions are made, in order to ensure staff is provided with powerful, rich learning experiences that will positively impact student learning throughout the school year. As the system continues to be responsive to input and creates aligned professional development opportunities, the goal is to increase the number of staff who voluntarily participate in PD outside the contracted day. **Figure 7.4-14** shows an increase in staff participation in the district's summer staff development offerings.

#### 5.1.b(4)

Career progression is managed in the district through the human resource department where certifications and licensure requirements are tracked for compliance. Software programs such as FileMaker Pro are used to ensure compliance with state certifications for all three WF segments. Succession planning is supported through the district's continuing education program, whereby staff members are reimbursed for courses successfully completed. Furthermore, administration embraces the opportunity to individually support any staff enrolled in a practicum or field experience by providing supports such as mentoring, authentic experiences, and guidance with project development. These approaches have led to career advancement as evidenced by the number of promotions of individuals within the system (**Fig. 7.4-22**).

### 5.1.c. Assessment of Workforce Engagement

#### 5.1.c(1)

MNS offers various opportunities for stakeholders to provide feedback regarding their level of engagement and satisfaction. As a priority for 2009-10, the district-level Category 5 team created and administered a workforce engagement survey to all staff within the district. Engagement as measured across seven indicators on the survey yielded a 92% satisfaction rating. Other areas measured include:

- Meaningful work (81%),
- Climate and working conditions (85%),
- Relationships (89%),
- Governance and leadership (91%),
- Overall satisfaction (95%).

These results will be analyzed by the Category 5 Team to determine strengths and opportunities for improvement. Results by WF segment and key factors are noted in **Figures 7.4-3 and 7.4-4**.

Another formal process for measuring WF engagement and satisfaction is through the performance feedback surveys

(**Fig. 7.4-1 and 7.4-2**). Through these surveys, all employee segments are provided an opportunity to give feedback to all administrators on the 21 responsibilities for highly effective administrators as identified by Marzano, Waters, and McNulty's research. These responsibilities are the framework for all administrator job descriptions. Of the 21 indicators, seven are best aligned with engagement: 1) recognition and support; 2) affirmation; 3) input; 4) culture; 5) communication; 6) relationships; and 7) visibility and responsiveness. **Figures 7.4-1 and 7.4-2** show positive feedback for the LT as a whole. The results of the performance feedback survey are used by administrators in their PD planning and evaluation process to set goals for improvement. Through this process, administrators have made concerted efforts to improve relationships with staff, communication efforts, and opportunities for staff input. In addition, the annual strategic planning process (**Fig. 2.1-2**) was improved by allowing more opportunities for staff to provide input into KPOs for the 2009-10 school year. Another example of using the performance feedback to elicit change includes the implementation of district-level walkthroughs. Furthermore, feedback directly aligned with visibility resulted in district-level administrators conducting walkthroughs at each site in every teacher's classroom, providing feedback on school-based indicators and student engagement while increasing administrator visibility.

Informal opportunities to assess WF engagement include staff voluntary attendance at listening and learning sessions as well as district- and school-level committees and teams. Regular conversations and/or meetings between administration and each association throughout the year has increased the opportunity for staff in all sectors to meet face-to-face in a proactive open communication approach to problem solving, aimed at early identification and resolution of potential issues. Data in **Figure 7.4-13** reveals an overall low grievance rate with support staff and teachers.

MNS tracks absenteeism, retention, and productivity as aligned with the core strategy of *continuously improving services and operations* and through the work process of resource stewardship. Teacher absenteeism is recorded through AESOP, a web-based guest teacher management program. **Figure 7.4-10** reveals a decrease in the number of absences due to non-PD reasons (e.g., illness and personal days). Results also demonstrate an increase in teacher absenteeism due to PD, which is aligned with the district's focus on the core competency of *developing people and partnerships* and through the work process of professional development (**Fig. 7.4-10**). Staff members are released from their normal teaching duties in order to collaborate with peers and engage in PD and CD during the school day. Absenteeism data is used to determine the number of active guest teachers to hire to ensure adequate coverage is secured and to coordinate PD opportunities. For example, PD, CD and collaboration are typically not scheduled on Mondays or Fridays, as these days have higher rates of staff absence.

Staff retention and longevity data are recorded through DPI. FileMaker Pro is used to collect data for analysis of areas of strength and opportunities for improvement (**Fig. 7.4-6 through 7.4-9**). With regard to productivity, MNS reevaluates



vacated positions for utility and efficiency before replacement. The district has consciously moved to reduce the number of full-time aides in order to decrease benefit payout, providing resource prioritization that allows for more direct student contact. For example, a full-time aide position with benefits may be replaced with three part-time aides resulting in more aide hours as well as additional budget savings in benefit costs. Teaching positions with less direct student contact (e.g., learning facilitators and librarians) have been reevaluated and through attrition have either not been replaced or have been replaced with classroom teachers. However, given the district's commitment to low student-to-teacher ratios, staffing levels have stayed relatively constant, as shown in **Figures 7.4-19 and 7.4-20**.

With regard to safety, CPI, First Aid and CPR training is provided to required staff and to others interested. Measures of stakeholder perception of the school environment (**Fig. 7.1-22**) along with staff longevity and resignation/turnover (**Fig. 7.4-6 through 7.4-9**) suggest a safe work environment for all staff.

### 5.1.c(2)

Through the MNS long-term SP process (**Fig. 2.1-1**), achievement gap reduction was identified as one of six vital signs. Reducing achievement gaps (**Fig. 7.1-9 through 7.1-12**) was also a student learning goal as a part of each school's instructional focus for this school year. In response to these student performance results, each building has identified differentiation as a high-leverage practice. Schools are addressing this system-wide challenge through the EOTG (**Fig. 4.1-1**) improvement process. A need to provide consistent collaborative opportunities for staff across the system as well as a focus on responsive instruction (differentiation) were identified as opportunities for improvement that directly relate to WF engagement and a need for additional targeted PD and coaching.

## 5.2. Workforce Environment

### 5.2.a. Workforce Capability and Capacity

#### 5.2.a(1)

MNS has highly qualified teachers as described in **7.4.a(3)**. Regular staffing meetings occur to analyze and discuss retirements, transfers, attrition opportunities, programming, and sharing staff between schools. Staff capacity and capability are considered during the staffing process in order to capitalize on individual talents, skill sets and strengths to increase the likelihood of meeting each student's learning needs. For example, if a primary grade (K-2) teacher has not participated in formal ERE training, that teacher may be transferred to an upper elementary grade until course completion. Student enrollment projections, state and federal aid calculations, and local tax contributions are considered in the staffing process. **Figure 7.4-12** illustrates the district's commitment to maintaining low class size.

Ultimately the SP provides the process to assess staff considerations to achieve our mission and vision and accomplish key performance objectives en route to achieving the five-year strategic plan. Current needs and future requirements are formulated based on the strategic objectives and action plans. For example, with the identified need to

increase coaching opportunities and interventions across the system, the district utilized ARRA funds and redistributed the staffing budget to hire four high-leverage positions (three coaches and one intervention coordinator).

#### 5.2.a(2)

MNS engages in a formal, rigorous hiring process for all WF segments. A recent process improvement includes the use of a web-based posting instrument, WECAN, that assists in the recruitment process for all employee groups. This instrument is paperless and allows hiring teams access to application materials, including references, licenses, résumés, and other credentials. The hiring process requires all teacher candidates to engage in an on-line, standardized Gallup screener interview (Insight), and top candidates in the support staff segment to participate in a standardized phone interview. Both instruments are designed to identify strengths and talents of each candidate to determine best fit with the organization's mission, vision and commitments. Several rounds of face-to-face interviews are scheduled with each candidate, with each interview following a standardized process, which includes district mission-related questions. The use of teacher interview panels has been a long-standing practice in MNS. The use of performance-based, in-basket activities (e.g., writing activity, data analysis) and interview questions (e.g., scenario, role play) in addition to having two administrators on each hiring team are examples of process improvements. To further determine candidate fit with the organization, a district-level interview and commitment review are conducted. Candidates are presented with a form that outlines the district's foundational commitment statements aligned to MNS's core competencies and mission. Candidates are asked to check those ideals, beliefs and practices he/she can commit to and sign the form. Conditions for employment for all new hires includes a physical, drug screen, background check and sex offender registry check. Hiring practices are conducted in accordance with board policy 411, Discrimination and Harassment Prohibited, as well as relevant state statutes and federal laws (e.g., Title VII). The board ultimately approves recommended candidates.

The hiring process for building principals is an example of how MNS ensures that the WF represents the diverse ideas and thinking of students, stakeholders and the hiring team. This process includes all WF segments and stakeholder groups (e.g., parents and students). This team builds a profile of the new principal by listing essential characteristics, skills, knowledge and disposition. The team creates questions designed to elicit responses from each candidate that shed light on their ideals and beliefs. Panel teams then take the lead through the interview process and provide valuable input to senior leadership regarding each candidate.

Staff retention rates and teacher longevity are high in MNS (**Fig. 7.4-6 through 7.4-9**). Strong teacher longevity may be related to highly competitive compensation offered by the district in comparison to benchmark districts (**Fig. 7.4-25 and 7.4-26**). Administrator salaries are benchmarked with area competitor districts through the use of DPI's salary and benefit information. For administrator positions, MNS pays at the



median, which has resulted in the BOE making adjustments to individual salaries to maintain this district standard. For example in 2007-08, MNS discovered that elementary principals were underpaid given the salary review. Salary recommendations to the BOE included an adjustment in salaries for these positions that brought them to the industry standard.

Contributing to retention rates is the process used to integrate new hires into the system. Newly hired teachers and administrators are provided orientation before the start of the year and regularly throughout the year. A building-level buddy and district-level mentor are also provided. Monthly buddy and principal meetings are scheduled with teachers to provide ongoing support and information along a prescribed outline provided by the district. Furthermore, coaching and mentoring are provided both systemically and on an individual basis through a district-level coach. New hires are evaluated twice annually by January for their first two years, which was a process improvement for 2009-10, as identified and deployed by a team of teachers and administrators. Support staff receive specific training based on their role within the organization. Training is designed and implemented by either district-level directors or principals and teachers.

### 5.2.a(3)

The annual SP process (**Fig. 2.1-2**) provides the foundation for analyzing current data and constructing action plans to accomplish goals for the entire district, whether at the student-, school-, district-, or community-level. Staff members are key to the EOTG school improvement process (**Fig. 4.1-1**) and participate in regularly scheduled PDSA cycles. These teams participate in full-day retreats, analyzing data in order to discern whether or not identified high leverage teaching, leadership and organizational practices have had a positive impact on student learning. Teams demonstrate agility by using student results to adjust their action plans and determine next steps. Through this process the WF is organized around the SP, focused on student learning, and charged with developing and analyzing action plans based on student performance data.

An example of the district demonstrating an ability to organize staff toward achieving its mission is the use of BYOC. Curriculum development is a key work process under the core strategy of *enhancing teaching and learning*. The district understands that articulating a guaranteed, viable, and aligned K-12 curriculum is a prerequisite to the other work processes under this core competency. Therefore, teachers are supported and encouraged to complete this work through staff development, collaboration, extra-duty, and release time. Because BYOC is an on-line application, curriculum is easily accessible and refined more efficiently.

### 5.2.a(4)

Staff are provided training with all new initiatives. For example, support staff received training at their respective sites when time clocks were instituted across the system. As new curriculum is adopted, staff receive professional development

in order to prepare each teacher with the skills and knowledge necessary to fully and effectively implement new learning curricula and materials. Similarly, as new student information systems and business/HR software are implemented, affected personnel received initial and follow-up training to make certain a smooth, consistent transition across the system. Ongoing PD is provided to enhance staff capabilities by means of multiple district-supported venues as articulated in **Figures 5.1-2 and 5.1-3**. Learning topics supported by the district include subject-matter content (literacy, AP, science, math), the development of PLCs in each school, tenets of UbD, specific learning to support PLTW courses, student engagement, differentiation strategies and 21<sup>st</sup> Century learning. An example linked to the district's core strategy of *enhancing teaching and learning* occurred during the 2008-09 school year, where teachers and administrators from each district school attended and collaboratively engaged at the WASC "Differentiation" workshop in Appleton, WI.

## 5.2.b. Workforce Climate

### 5.2.b(1)

MNS is a safe and secure workplace. All schools are unlocked with FOB/key pad entry and have monitored entrances with main office sign-in requirements. Secondary schools and the district office have double door entryways where visitors are required to enter through main offices before proceeding into other school/building areas. In addition, the high school is equipped with a camera system along with security aides who monitor hallways, vacant areas, parking lots, locker rooms and restrooms. Newly renovated and constructed buildings were designed purposefully to create clear line of sight to effectively supervise hallways and common areas. Through a strong, positive partnership with the City of Muskego, three school resource officers are shared between the police department and all district schools. MNS's efforts toward realizing, achieving and maintaining a drug-free school zone and workplace resulted in a process improvement during the 2007-08 school year. Canine-assisted searches were conducted at each of the secondary schools with support from the Waukesha County Sheriff's department. **Figure 7.4-24** depicts results from canine searches. Other secondary indicators of safety are provided by measures of student behavior data such as strong student attendance (**Fig. 7.2-8** and low drop-out rates (**Fig. 7.2-9**).

An emergency response team meets regularly throughout the year to update procedures and guidelines and to set goals related to creating and maintaining a safe and secure workplace environment. An ERG binder, which outlines 27 emergency situations, along with a QRG, which outlines the 5 critical response activities (i.e., fire, tornado, secure the perimeter, lock down, hall clearing) are located in all classrooms, office areas, and other spaces throughout the district. The QRG was a process improvement determined by the team and was implemented during the 2009-10 school year in order to create a more efficient and consistent response throughout the system. In addition, buildings are required to practice and document the following drills: 1) fire, once monthly; 2) tornado, bi-annually; 3) hall clearing or lock down, at least annually. Buildings are expected to comply at 100% with the execution of above





mentioned drills. Signage depicting evacuation/fire routes along with tornado safe areas are posted in each classroom and other areas.

Each building also has organized a crisis team to respond when needed. Members of this team, as well as other required staff per policy or interest, receive CPR, AED and First Aide training on district time and/or expense. In addition, staff is annually offered the opportunity to receive CPI education; currently 70 teachers, aides and administrators have been trained (15% of these groups). Moreover, MNS's building and grounds department provides annual training on safety issues such as blood borne pathogens and hazardous materials. The department also maintains compliance records with standards, such as OSHA. MNS expects 100% compliance with training requirements and standards.

At the district level, two part-time nurses are employed to provide staff training, monitor health-related issues that may impact the work environment (e.g., H1N1), oversee health room activities, develop curriculum and support the implementation of HG&D, and meet other related responsibilities. In addition, health rooms at each site are staffed with either volunteers or paid aides to provide services to students.

With regard to wellness, a district-level team comprised of three subcommittees (student nutrition, staff wellness, and health curriculum) meet annually to develop priorities and plans. The staff wellness team, comprised of support staff, teachers and administrators, develop programs for the entire WF to encourage healthy living and physical activity. Survey results and staff input in various activities drive the annual plan, which may look different each year, demonstrating agility. Highly effective activities based on enrollment (**Fig. 7.4-23**) include:

- Walktober, a walking program;
- 12 Days of Fitness, an overall healthy living program;
- Fitness Challenge, a team-based fitness program.

In partnership with the ULE, the staff wellness team also supports an annual flu shot clinic for all employees and their families. Knowing that a healthy WF leads to greater productivity, the goal is to increase staff participation in wellness activities across the district.

### 5.2.b(2)

**Figure 5.2-1** outlines health-related benefits offered to eligible employees in the teacher and administrator segments. Support staff benefits vary depending on union affiliation and supervisory status. The negotiation process with teacher and support staff (i.e., food service, custodial, aide and administrative assistant) units as well as other two-way communication approaches (e.g., surveys) are used to determine what each WF group values, needs and desires in its benefit plans. Although many benefits are common across WF segments, notable differences are as follows:

- Aide group has WEA Indemnity Health Plan (other groups have WEA Preferred Plan)

- Teacher group has long-term care
- Administrator group has vacation

**Figure 5.2-1 Health Related Benefits**

WF	May Vary Based on Contract	
Teachers	<b>Paid Leaves</b> Sick Extended Med. Funeral Bereavement Personal	<b>Insurances</b> Long Term Care Family/Single Health Family/Single Dental Long & Short Term Disability Workers Compensation National Employee Assistance Services (NEAS)
Admini- stration	<b>Paid Leaves</b> Vacation Sick Extended Med. Funeral Bereavement Personal	<b>Insurances</b> Family/Single Health Family/Single Dental Long & Short Term Disability Workers Compensation National Employee Assistance Services (NEAS)

Board policies are updated on an annual schedule based on priority and state requirements. Senior leadership meets regularly to review and revise policies and receives input on policy changes from other administrators and staff prior to seeking approval from the board. Policy adherence is communicated to the WF through staff handbooks, the MNS website, staff meetings, the published district calendar, and email. Examples of specific policies that help provide a supportive WF environment include:

- Job Descriptions (expectations clearly articulated)
- Staff Conduct (expectations of WF)
- Harassment and Discrimination (safe work environment)
- Diversity (valuing differences)
- Canine Searches (drug-free work environment)
- Health and Welfare (school health services)
- Wellness (healthy workplace)
- Drug-Free Workplace
- Various student behavior policies, such as student conduct, suspension, expulsion, and weapons on school grounds (safe work environment).

## 6.0. Process Management

### 6.1. Work Systems

#### 6.1.a(1) Work Systems Design

MNS uses continuous improvement processes to develop and innovate its work system (the MNS Compass). The four key elements are:

- Annual strategic planning process (**Fig. 2.1-2**),
- Eye on the Goal (EOTG) school improvement planning process (**Fig. 4.1-1**),
- MNS curriculum planning cycle (**Fig. 6.2-1**),
- Administrator supervision (**Fig. 7.5-2**).

External resources are used when the district lacks expertise or time necessary to facilitate the staff and curriculum development and to provide other services (e.g., food service, architectural consultation, and transportation). Such decisions


**Figure 6.1-1 Work System and Key Work Processes**

Work System	Core Strategies	Work Processes
MNS Compass and Strategic Plan	Enhancing Teaching and Learning	<ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Assessment of Student Learning</li> <li>Responsive Instruction</li> </ul>
	Developing People and Partnerships	<ul style="list-style-type: none"> <li>Staff Engagement and Professional Development</li> <li>Stakeholder Engagement</li> </ul>
	Providing Quality Leadership	<ul style="list-style-type: none"> <li>Improvement Planning</li> <li>Performance Management</li> </ul>
	Continuously Improving Services and Operations	<ul style="list-style-type: none"> <li>Resource Stewardship</li> <li>Operational Enhancement</li> </ul>

are determined through discussions of senior leaders and cabinet members. If internal resources or expertise are not available, external resources are sought using existing vendor relationships or the standard Request for Proposal (RFP) process.

**Figure 6.1-2 Key Work Processes**

Key Work Processes	Student and Stakeholder Value	Student Learning and Success	Financial Return	Organizational Success	Sustainability
<b>Enhancing Teaching and Learning</b> Curriculum Development Assessment of Student Learning Responsive Instruction	Viable, rigorous and relevant curriculum Research-based practices Personalized instruction	Academic performance Whole-student factors Access to, participation in, and success with rigor Achievement gap reduction Successful transitions Critical, adaptable thinking	Early intervention prevents long-term remediation Productive citizens in society	7.1 Results	Impacts sense of efficacy, which influences teacher and administrator longevity
<b>Developing People and Partnerships</b> Staff Engagement and Professional Development Stakeholder Engagement	Qualified and highly skilled staff Highly committed workforce and stakeholders	Professional development and community partnerships impact quality instruction, assessment, and curriculum	Quality classroom instruction reduces need for remediation Prepares students for successful post-secondary endeavors	7.1 Results HS student and parent survey Staff engagement survey Compass Award	New teacher coaching and mentoring LT learning sessions Parent Teacher Organizations Co-op internships at HS Administrative representation in community organizations
<b>Providing Quality Leadership</b> Improvement Planning <ul style="list-style-type: none"> <li>Eye on the Goal</li> </ul> Performance Management <ul style="list-style-type: none"> <li>Hiring</li> <li>Evaluation</li> <li>New Teacher Development</li> </ul>	Research-based best practices Meaningful change to improve the system Satisfied workforce	Academic performance Whole student factors Provides staff support	Maximizes return on leadership investment	Identify and accomplish KPOs CPR card Low staff turnover Engaged/satisfied staff	Knowledge transfer through mentoring/coaching Leadership development
<b>Continuously Improving Services and Operations</b> Resource Stewardship <ul style="list-style-type: none"> <li>Annual budget</li> <li>Facilities long-range plan</li> <li>Payroll processing</li> <li>Purchase and requisition</li> </ul> Technology <ul style="list-style-type: none"> <li>Three-year plan</li> <li>Support</li> <li>Emergency Preparedness</li> </ul>	Dollars spent to maximize student achievement Timely ordering and delivery of materials Maintain and enhance community assets Quality learning environment Improved communication	Conducive learning environment Staffing reflects student enrollment and student choice	Energy savings Efficiencies in quantity purchasing, quality assurance and continuity	Aa3 bond rating Passed referendums Energy Star Award recipients	Addresses facility needs in advance of issues Long-term planning provides for student needs

### 6.1a(2)

The district's work system and key work processes are driven by MNS's four core strategies: (**Fig. 6.1-1; Fig. P.1-2**). The core strategies define the capabilities the MNS needs and must develop in order to achieve the district's vision, mission and commitments to student learning. They are the organizers for work at the school and district levels.

### 6.1.b. Key Work Processes

#### 6.1.b(1)

MNS's key work processes and their contribution to delivering student and stakeholder value, student learning and success, financial return, organizational success, and sustainability are described in **Figure 6.1-2**.

#### 6.1.b(2)

Key work process requirements are determined through a variety of methods including regular cycles of school and curriculum improvement planning. As a system MNS is designing ways to collect student and parent satisfaction data aligned with the MNS vital signs of student progress (**Fig. P.1-4**). The CPC that was formed in 2008-09 helps determine if the



current curriculum, instruction, and assessment designs are supporting students to meet or exceed the student performance targets. Furthermore, student focus groups are also conducted to determine how the system is meeting learner needs. In addition, administrators and teachers collaborate on curriculum, staff development, K-12 vertical teams and various committees. Through these practices, input is solicited and requirements are identified (**Fig. 6.1-3**).

### 6.1.c. Emergency Readiness

MNS has a set of detailed emergency response plans that are standardized across the district. The plans aim to establish clear, consistent and coordinated procedures which maximize the safety of students and staff, communicate necessary information, and minimize the danger to school property. All procedures and guidelines are communicated prior to an

emergency situation and are documented so that they can be referred to at any time. Plans are clear, concise bulleted lists for ease of reference should an emergency occur. In addition, an abbreviated quick reference guide (QRG) is posted by the door to each classroom.

Effective intervention is increased due to the advance preparedness of the emergency response team. Regular meetings occur comprised of police department and MNS officials. Table top scenarios are designed to practice, review and refine effective responses. Emergency response teams at each building are identified and prepared. Monthly site drills occur for staff and students. All emergency procedures are reviewed annually with staff and tactics adjusted as needed to improve effectiveness.

**Figure 6.1-3 Key Work Process Requirements**

Core Strategies	Work Processes	Requirements
<b>Enhancing Teaching and Learning</b>	<b>Curriculum Development</b> (What is it we expect the student to learn?)	Guaranteed, viable curriculum K-12 articulation and alignment published in BYOC Based on research and best practice Common assessment development Material acquisition Professional development
	<b>Assessment of Student learning</b> (How will we know if he/she learned it?)	Standardized, district/ classroom assessments Analysis of results Use of data to guide instruction Use of data in decision-making Professional development
	<b>Responsive Instruction</b> (How will we respond to a student who doesn't learn what we expect and to one who already knows it?)	Access to, participation in, and success with rigor Successful transitions Engages students Achievement gap reduction Differentiation Interventions as appropriate Use of data to guide instruction Professional development
<b>Developing People and Partnerships</b>	<b>Stakeholder Engagement and Professional Development</b>	Based on research & best practice Staff input to determine needs Staff engagement Coaching Staff feedback
	<b>Stakeholder Engagement</b>	Survey input Annual meeting participation Committee involvement Professional development
<b>Providing Quality Leadership</b>	<b>Improvement Planning</b> Eye on the Goal Process Curriculum planning cycle Annual strategic planning Administrator supervision	Clear vision High expectations Accountability Collaboration Communication Administrator supervision Professional development
	<b>Performance Management</b>	Competitive benefits and wages Fair negotiations process Professional development Staff training Meet all safety regulations Ongoing communication through staff meetings and other modes
<b>Continuously Improving Services and Operations</b>	<b>Resource Stewardship</b>	Timely reporting Accurate forecasting On-time payments No short term borrowing
	<b>Operational Enhancement</b>	Access to technology Quick response and resolution Knowledgeable support Data accurate, reliable & available



When an emergency occurs, attention is given to provide support, communicate caring, deliver accurate information, and return the schools to normal operation as quickly as possible. If an emergency is anticipated (e.g., early school closing), advance communication is released via the AlertNow messaging system. The mechanism has the capacity to contact phone numbers and email addresses within minutes, and can be generated via phone or on the internet. AlertNow can also be used to explain information or clarify events of the day once an emergency has occurred. In addition, at the building level, paper copies of student dismissal plans and parent contact information is stored in classrooms and in the office. Preparedness and recovery for MNS technology systems is discussed in 4.2.b.

## 6.2. Work Processes

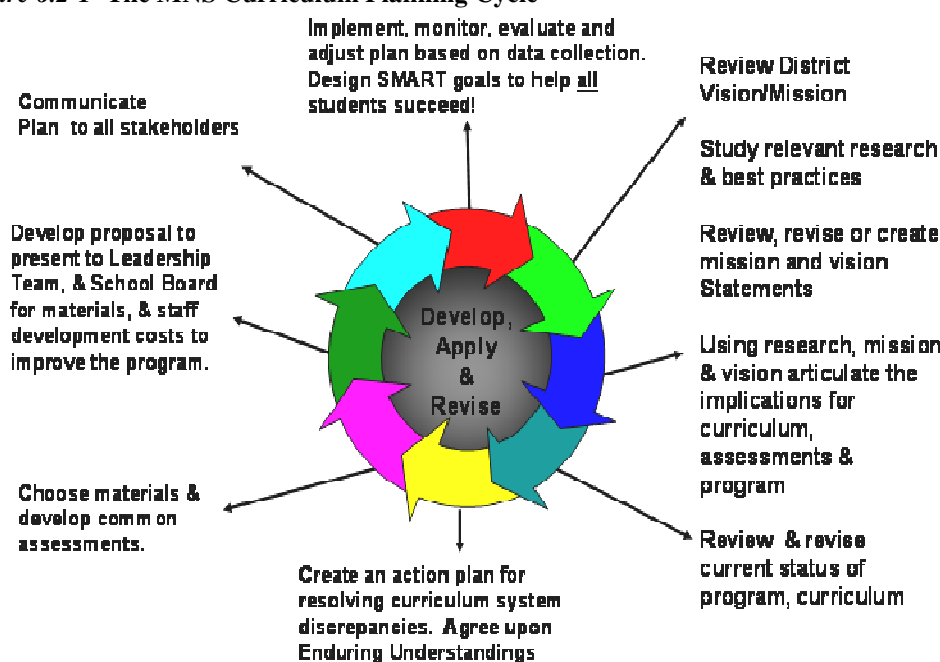
### 6.2.a. Work Process Design

Three elements of MNS's continuous improvement system help the district design and innovate the key work processes to meet the critical requirements. They are the EOTG school improvement planning process, the MNS curriculum planning cycle, and annual strategic planning. The EOTG process (Fig. 4.1-2) involves a leadership team from each school that analyzes data to identify root causes preventing students from learning. School leadership teams then determine high-leverage practices and align teacher, leadership and organizational responsibilities around these practices to support achievement of the school's specific student learning goals for the year. This process builds detailed plans on twelve-week cycles punctuated by team analysis of formative data and necessary adjustments to meet identified goals by year's end. Principal coaching is also provided to build and sustain strong planning, leadership, and reflection by each school.

The MNS curriculum planning cycle is shown in **Figure 6.2-1**. The process begins with a review of the district mission and vision. Studying relevant research and best practices guides curricular team members to update their collective knowledge prior to their work on the curriculum. Using these inputs helps the team to shape the vision for program improvements. This information drives implications for revised curriculum, assessment, and instruction. A review of the current status of the program or curriculum occurs next in the cycle, and there may be a need to create an action plan for resolving curriculum system discrepancies (e.g., gaps, overlaps, redundancies). Then enduring understandings and essential questions are written for the K-12 program and assessments are created to measure important understandings that reflect learning targets. Overall, this “backwards design” approach informs both the development of instructional units and resource selection. Ultimately, the process results in curriculum implementation, monitoring, and revision based on feedback from stakeholders.

While the district's strategic plan is designed to guide the district for five years, the determination of annual KPOs within the long-term plan is made through a deliberate process (Fig. 2.1-2). Category teams review the current state and data of the district in relation to the best-in-class organizational characteristics described by the Baldrige criteria for performance excellence. From this gap analysis, each category team makes recommendations for potential KPOs for the coming year to the cabinet. The cabinet then reviews and organizes this input alongside key aspects of the district's strategic plan and annual performance data in preparation for a group of over forty district employees who meet in early summer to make determinations about the system's priorities for the coming year that represent high-leverage next steps of achievement for the district's strategic plan.

**Figure 6.2-1 The MNS Curriculum Planning Cycle**



### 6.2.b. Work Process Management 6.2.b(1)

MNS has 17 2009-10 KPOs, which have been created to focus the effective implementation and management of key work processes. The MNS CPR card (Fig. 7.5-5) has been developed to track completion of critical milestones for each KPO. At bi-monthly LTMs, dedicated agenda time is given to review KPO milestones from the CPR card to assist work process management, described more fully in 2.1.a.(2). In addition, during the 2008-09 school year, surveys were created to gather feedback from students, parents, and staff that inform work process management. Moreover, the CPC conducts focus groups from a sampling of high school students. Structured, open-ended questions around the district core strategies and vital signs provides information





that includes a full range of perceptions. Information from these sources is part of the needs assessment process in the K-12 curriculum/program review.

### 6.2.b(2)

Making connections between planning processes throughout the district and providing cohesive leadership reduces variability to implementation and increases the effectiveness of work processes. In addition, continued process improvements to the MNS administrative supervision process (**Fig. 7.5-2**) have increased alignment of leadership efforts with the district's mission and vision. Moreover, all district staff members are encouraged to provide anonymous feedback to their building administrator and district-level administration through annual performance feedback surveys. Furthermore, bi-monthly LTMs include a learning focus to promote common knowledge, language and approach in leadership. In addition, the EOTG process (**Fig. 4.1-1**) facilitates a consistent approach for continuously improving services.

During the 2007-08 school year, the SPC was developed. This committee consisted of representation from parents, students, community members, staff and administration and provided feedback to the board regarding proposed mission, vision, and values for the district. The result of this work was the development of strategic objectives used to chart the future course for the district. Progress monitoring tools including scorecards, dashboards, and the CPR card are used to keep efforts on track and aligned to annual KPOs. Common commitments to students, staff, parents, and community were also developed through this process and have become the driving force behind the actions.

With a continued effort to reduce variability and improve processes, the development of an articulated, standards-based curriculum has been at the forefront of district work during the past three years. Although bench-marked, standards-based curriculum documents were in place for some content areas, the introduction of BYOC has fostered the articulation by district teachers of what students are to know and be able to do. In addition, common assessments are being created. Once published on BYOC, the curriculum can be accessed by staff, students, and parents. In addition, 169 staff have attended Alverno College's SEWAC eight day workshops to learn how to use the *UbD* format for unit and assessment development. For those not able to attend this intensive, comprehensive PD, the district is providing a short, just-in-time version. Furthermore, ninety-six staff have completed advanced leadership training on backward design and formative assessment.

The district has instituted a new teacher induction and mentoring program, which orients teachers to the district expectations and processes. Coaches are provided to increase the effectiveness of instructional practice and decision-making for educators in order to influence student achievement. The district's teacher supervision and evaluation process allows conversations around consistent criteria to guide novices as well as to enhance the performance of veteran teachers and strengthen their practice. Similarly, at the operations level,

orientation and regular training of custodial staff, checklists, weekly meetings, and the regular use of formal and informal inspections contributes favorably to consistency and error-prevention.

Finally, as a means toward continuous improvement and efficiency, administration identifies potential cost savings and efficiencies as they present themselves. Examples include:

- District quantity purchasing of copy paper
- Development of a district furniture catalogue for efficiencies in quantity purchasing, quality assurance, and continuity
- Purchase of standardized computers, productivity and instructional software
- Standardized computing environments across buildings
- Digitized phone and communication system
- Common sets of adopted text and trade books, which can save 15-20% of the total cost due to volume pricing

### 6.2.c. Work Process Improvement

Three key elements of MNS's continuous improvement system are the Eye on the Goal school improvement planning, the plan-do-study-act process, and our district strategic planning method. These are used to continuously improve the MNS work processes. Lessons learned are shared among administrators at LTM and sectional meetings. Various vertical teams composed of teachers and administrators from school sites, levels and departments address curriculum sequencing and linkages. This has become increasingly systematic as seen through the development of K-12 vertical teams in math, science, literacy, social studies, human growth and development, and physical education. These teams and the selection of "content leads" to represent all buildings have helped to enhance organizational learning and innovation in the system. At the district level, various venues are offered to professional staff to collaboratively share and expand their expertise as described in **Fig. 5.1-3**. In addition, sharing within support staff occurs through a strong, long-term commitment to PD. For example, at the start of each year and when new products or processes are introduced, PD is provided to food service and custodial personnel. In addition, administrative assistants have used early release days within the calendar to learn and grow together.

Federal NCLB law drives educational accountability. This process of ongoing summative assessment provides performance data related to adequate yearly progress (AYP) and the mandates of NCLB. All students in grades 3-8 and 10 take the WKCE or the WAA. Federal legislation requires schools to meet AYP in reading and mathematics for all students including disaggregated groups from which a statistically sound sample can be obtained. The Wisconsin Model Academic Standards, MNS board policy, continuous improvement processes at the district level, and state regulations provide focus for quality curriculum and program offerings and a means of program accountability. Furthermore, various federal and state-funded programs, such as special education and Title programs, require annual reporting to regulatory agencies.



Data from standardized test measurements allow district staff to compare each school's results to other district schools, the State of Wisconsin, districts in Waukesha County and the athletic conference. Because the district primarily resides in Waukesha County and this county sets the standard in student performance in many areas for the region, benchmarks are generated from the districts residing in Waukesha County.

Scorecards (**Fig. 7.5-3**) and dashboards have been developed for each school along with a district scorecard (**Fig. 7.5-4**), which summarizes MNS's overall K-12 progress. The school and district scorecards are organized around the district's six vital signs and four core strategies respectively and are annually shared with the board to keep members apprised of each school's progress toward fulfilling the district's mission and vision. Dashboards provide the background for the student performance data summarized on the scorecards, which is used for individual school improvement planning. The district's data coach is used to both maintain these instruments and assists schools in acquiring and organizing additional sources of data useful for uncovering key areas for improvement.

As common and other formative assessments continue to be used and developed to measure student progress toward targets and standards, the district has identified the need to determine that the most vital data is being collected. For 2009-10, a focus for progress monitoring purposes was articulated.

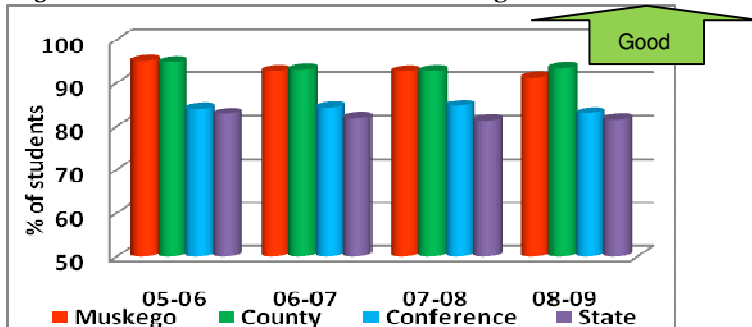
To provide for faster visual data analysis of district/school data, the district recently acquired an electronic data visualization software called Tableau. Additionally, to continue monitoring the district's progress in helping all students learn, grow and succeed, the MAP assessment was piloted in 2008-09 and has been fully implemented in 2009-10 for students in grades 5-10. As the district seeks to reduce the math and reading achievement gap as recognized by NCLB performance expectations and our own mission, the MAP assessment will specifically target these content areas and provide classroom teachers with diagnostic information instrumental for intervention planning. Since a multitude of districts in Wisconsin and elsewhere in the nation use the MAP assessment, this assessment tool will also provide new sources for comparative and competitive data.

## 7.1. Student Learning Outcomes

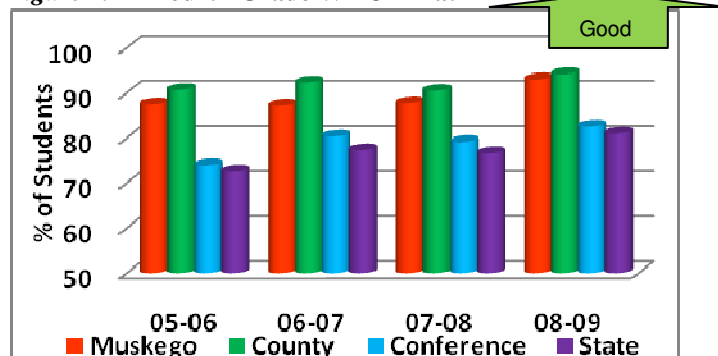
### 7.1.a. Student Learning Results

The MNS mission is "every student learning, growing... succeeding." This mission is supported by the district strategic plan including our core strategies, commitments, and KPOs, with a focus on vital signs of student progress. The key learning results include four major sources of data: the WKCE, AP tests, ACT results and district assessments. The WKCE is the state test used to measure proficiency levels for NCLB accountability and also provides comparative data within the state. WKCE scores illustrate high performance for students in MNS over time. In addition, AP and ACT tests provide MNS the opportunity to compare district results both locally and nationally. When studying local comparative data, the district considers Waukesha County school districts and districts within MNS's athletic conference.

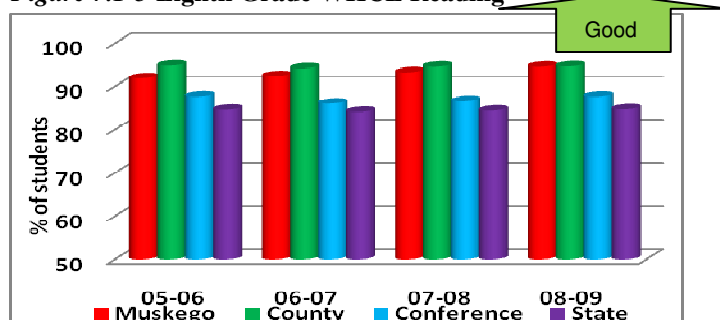
**Figure 7.1-1 Fourth Grade WKCE Reading**



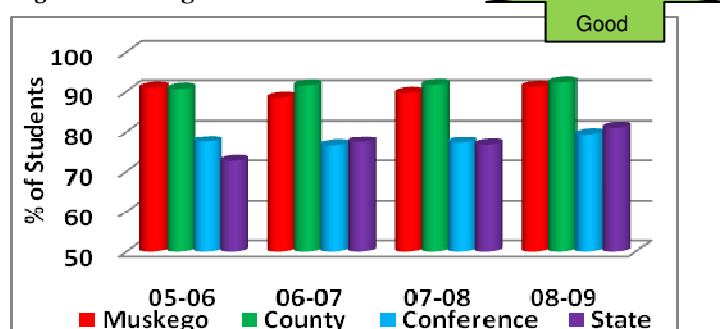
**Figure 7.1-2 Fourth Grade WKCE Math**



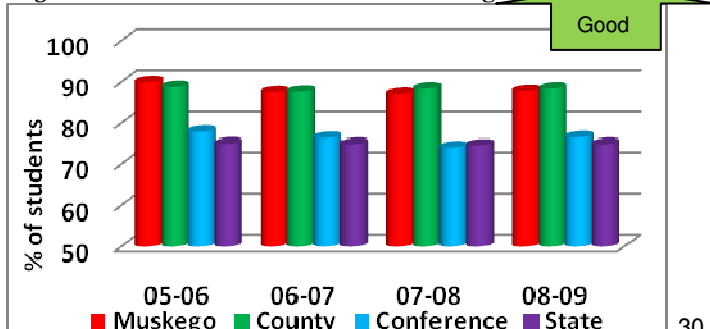
**Figure 7.1-3 Eighth Grade WKCE Reading**

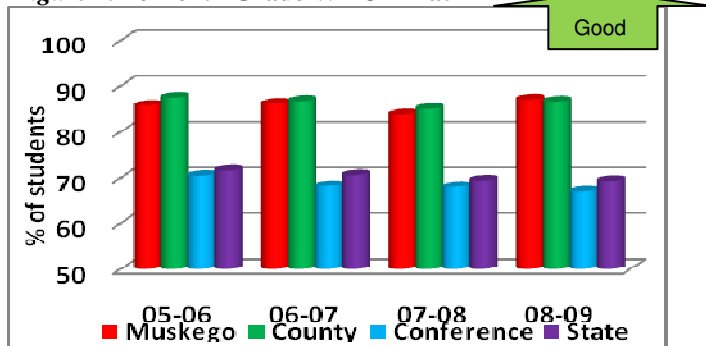


**Figure 7.1-4 Eighth Grade WKCE Math**



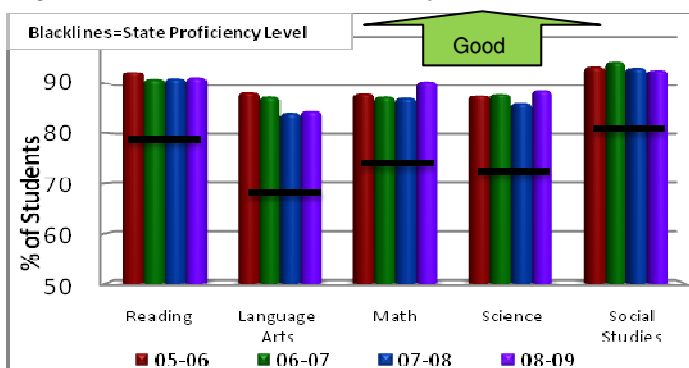
**Figure 7.1-5 Tenth Grade WKCE Reading**



**Figure 7.1-6 Tenth Grade WKCE Math**

When taking the WKCE, students are tested in reading, language arts, math, science, and social studies. **Figures 7.1-1 through 7.1-6** display MNS performance in math and reading at the fourth, eighth and tenth grade levels in comparison to county, conference and state performance. Students are tested in these subjects to respond to NCLB accountability standards. Student results are classified at four levels: minimal, basic, proficient, and advanced. Results show consistently higher performance than the conference and state comparators in these subject areas over the past four years. In addition, growth is evidenced in the fourth grade math data. Overall, WKCE data is used in continuous improvement planning by identifying strengths and opportunities for improvement.

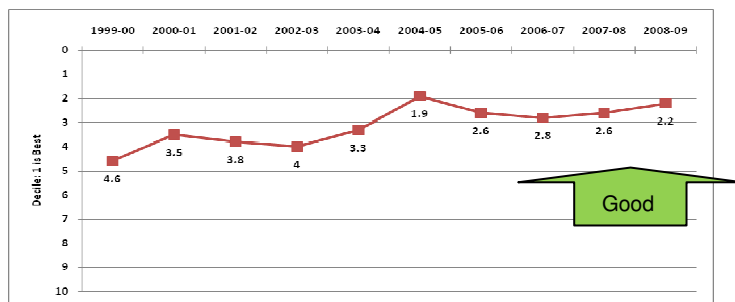
**Figure 7.1-7** displays MNS performance in each content area. Results show student learning well above the state proficiency levels in all content areas. Consistent learning targets and common assessments in math developed over the past two years have contributed to an increase in performance.

**Figure 7.1-7 WKCE Results-All Subjects/All Students**

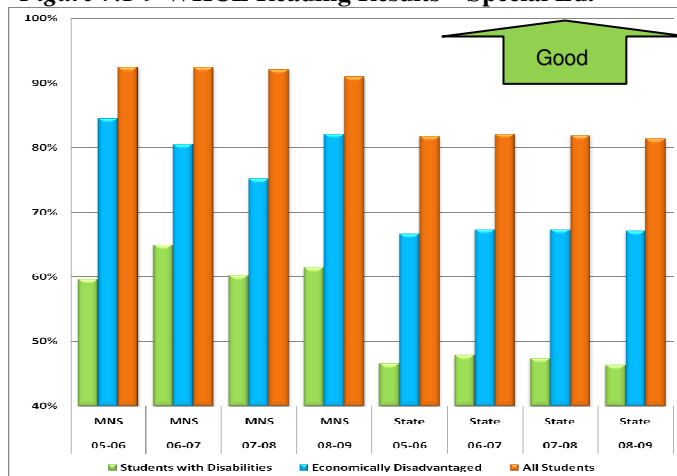
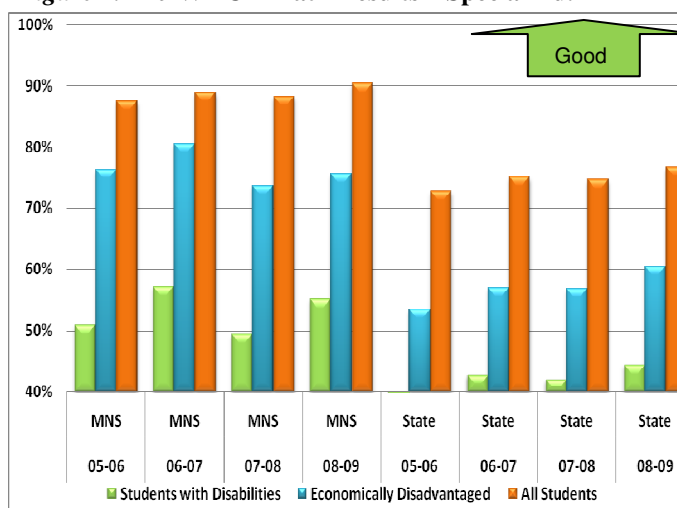
Data analysis has revealed a slight decline in reading and language arts performance. As a result, a K-12 literacy team has been developed to research and implement a consistent instructional framework in these areas. This work was initiated during the SP process and first identified as a KPO during the 2008-09 school year.

Another look at comparative academic achievement over time is provided in **Figure 7.1-8** by viewing MNS math and reading performance on state assessments over the past decade in the state's consistent assessment areas of 3rd, 4th, 8th, and 10th grades. Specifically, MNS student achievement for each assessment for each year is compared against the other 420

Wisconsin school district and then sorted by decile. These individual decile achievement rankings are then compiled each year to render the trend line displayed. Most Wisconsin districts have remained relatively static over the decade in their relative academic positions. In contrast, this figure reveals that MNS has shown considerable improvement in student achievement and competitive position over this time.

**Figure 7.1-8 Comparative WKCE Math and Reading Results by Decile**

Data disaggregation is a key component of NCLB legislation. MNS's disaggregated results illustrate performance gaps between subgroups and, although these gaps are not as wide as that experienced by the state, it is critical to MNS's long-term success to eliminate them. **Figures 7.1-9 and 7.1-10** compare district subgroup results with those for Wisconsin.

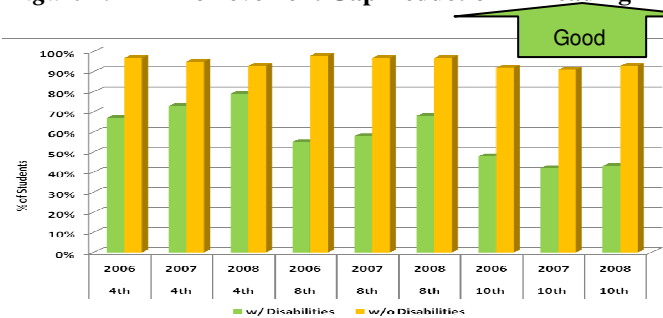
**Figure 7.1-9 WKCE Reading Results – Special Ed.****Figure 7.1-10 WKCE Math Results – Special Ed.**



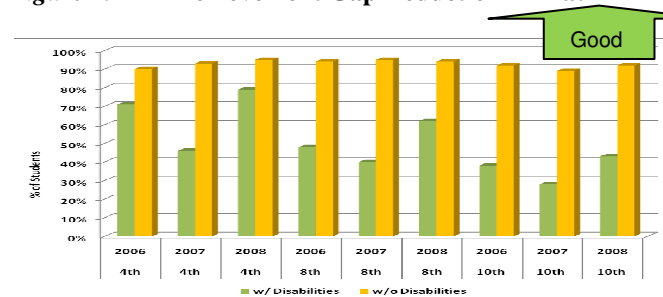
In an effort to raise student achievement for all, the annual SP process (**Fig. 2.1-2**) identified the development of system-wide interventions as a 2009-10 KPO. An intervention coordinator has also been hired to facilitate the process of data collection and systematic interventions.

Segmenting this disaggregated data further by level provides encouragement that the district's efforts to reduce achievement gaps is having an impact, particularly in the area of greatest concern: special education. **Figure 7.1-11** shows that achievement gaps in reading via WKCE tests have decreased in grades 4 and 8, while **Figure 7.1-12** shows achievement gaps in math via WKCE assessments to have decreased at each level of grades 4, 8 and 10.

**Figure 7.1-11 Achievement Gap Reduction in Reading**

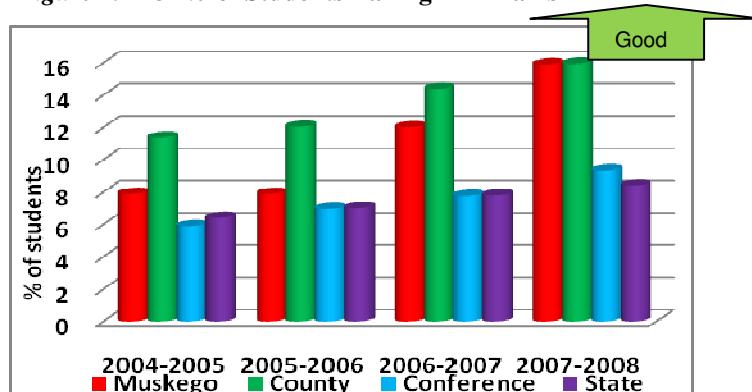


**Figure 7.1-12 Achievement Gap Reduction in Math**

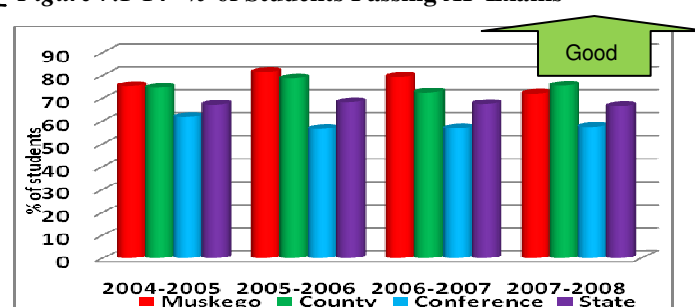


In addition to WKCE results, AP trend data is used to ascertain student learning results. The College Board's AP Program offers students the opportunity to take college-level courses while in high school. Many colleges and universities give credit to students scoring at least a three on an AP exam. **Figures 7.1-13 and 7.1-14** illustrate positive trends for participation in and success with AP exams. Due to MNS's efforts to increase academic rigor and AP course offerings, the number of students taking AP exams has doubled over the past four years, surpassing the growth rate of both local and state comparators. While doubling the participation rate, MNS has maintained a consistent passing rate on AP exams taken — above the state and conference. These results reinforce the benefits of combining a rigorous academic program and quality instruction with appropriate support resources to increase academic readiness for students.

**Figure 7.1-13 % of Students Taking AP Exams**

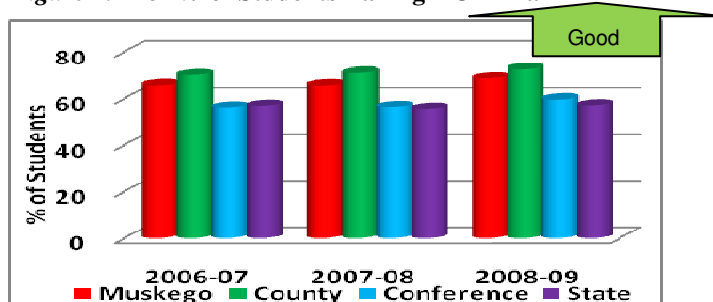


**Figure 7.1-14 % of Students Passing AP Exams**

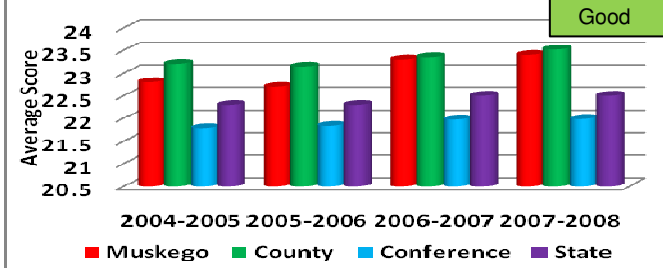
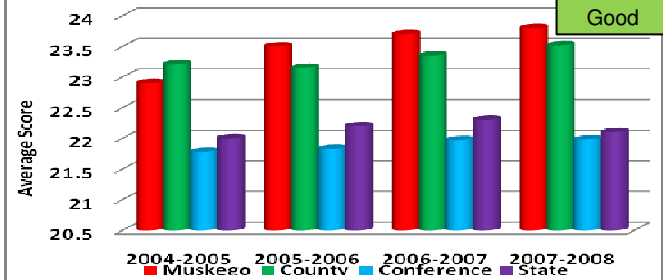
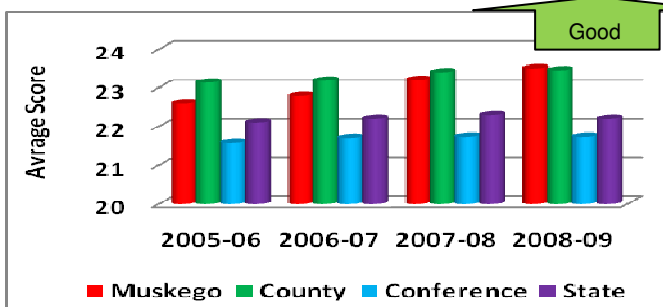


The ACT test is another indicator of a student's preparedness for higher education, examining aptitude in math, reading, English, and science on a nationally normed, standardized test. Colleges also use ACT scores as one of the determining factors in college entrance. Each of the ACT's four areas is scored using a 1-36 scale, with 36 being the highest score. A composite score is also given. The percent of students taking the ACT exam has risen over the past four years and is consistently higher than the rate at the state and conference levels. **Figure 7.1-15** shows MNS student participation in taking the ACT increasing hand-in-hand with gains in ACT achievement in reading, math and composite scores (**Fig. 7.1-16 through 7.1-18**).

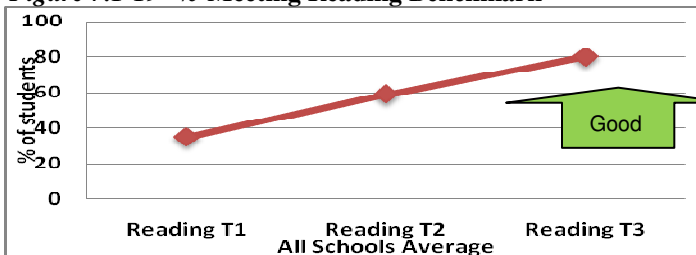
**Figure 7.1-15 % of Students Taking ACT Exam**



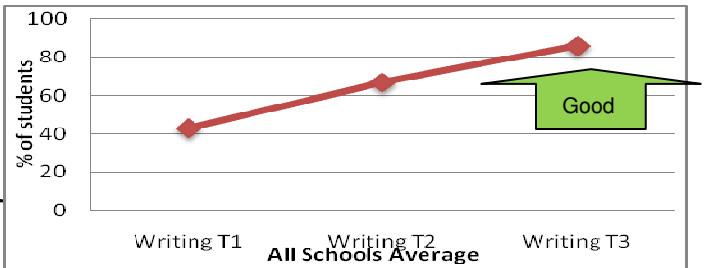


**Figure 7.1-16 ACT Reading Scores****Figure 7.1-17 ACT Math Scores****Figure 7.1-18 ACT Composite Scores**

District assessments are used to assist with school improvement planning and instructional decision-making. In addition to measuring growth from the fall to spring, the district assessments provide leading data on student achievement. Fall results serve as an initial baseline of information that, when used with other classroom data, identify students in need of additional academic support or intervention. With the addition of an Intervention Coordinator during the 2009-10 school year, MNS is expanding the menu of available services to provide academic support and enrichment to students at every level of the learning continuum. Trend data across the 2008-09 school year (**Figures 7.1-19 and 7.1-20**) shows continuous growth for students in reading and writing at the elementary level. Regular monitoring of student progress throughout the year, and at year's end, provides an opportunity

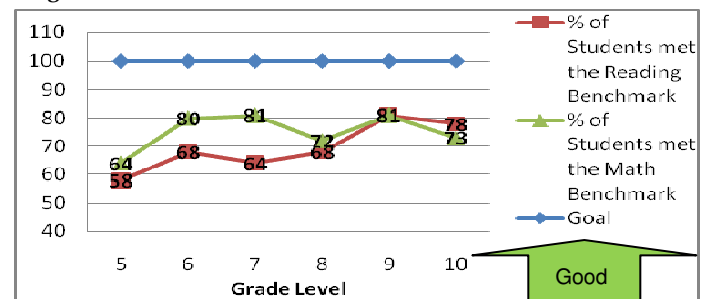
**Figure 7.1-19 % Meeting Reading Benchmark**

to identify and respond to positive or negative trends within and across grade levels and schools. In turn, school improvement plans and PD can be modified to address specific

**Figure 7.1-20 % Meeting Writing Benchmark**

needs or to provide additional resources.

As an improvement to MNS's local assessment system, the Number Knowledge Assessment (grades K-2 math) and MAP Assessment (middle and HS math/reading) have been added to measure student progress over time. These nationally normed assessments provide leading data to monitor progress toward the district mission of "every student learning, growing. . . succeeding." Number Knowledge Assessments will be monitored over the terms of a school year similarly to what is currently done for local reading and writing assessments. The MAP assessment specifically targets content areas and provides classroom teachers with diagnostic information instrumental for intervention planning. Since a multitude of districts in Wisconsin and elsewhere in the nation use the MAP assessment, this tool also provides new sources for comparative and competitive data. The initial sampling of student MAP

**Figure 7.1-21 Grades 5-10 MAP Assessment**

assessment work is shown in **Figure 7.1-21**.

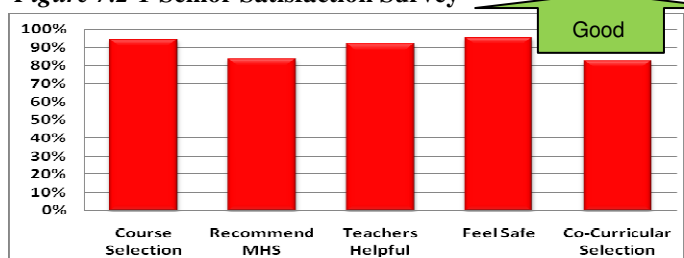
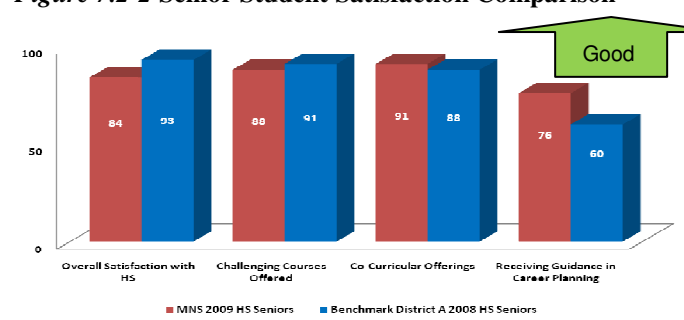
Student and parent satisfaction is also a key factor that can impact learning. **Figure 7.1-22** displays survey data representing student and parent perceptions about stakeholder requirements such as engaging curriculum and programs, opportunities to grow and succeed, student-centered schools, and high student achievement. The data indicates a favorable response from both students and parents. This newly added survey provides information for school improvement and strategic planning.

**Figure 7.1-22 Parent/Student Perception of School Environment**

Question	Parent % Satisfied	Student % Satisfied
Teacher helps me/my child be successful with new learning	86.6	92.8
Teacher prepares me/my child for the next course, grade, or level.	91.9	86.3
Teacher helps me/my child feel safe to try something new at school	89.5	90.0
Teacher provides me/my child with new learning that is challenging	89.3	90.0

**7.2. Customer-Focused Outcomes****7.2.a. Student and Stakeholder –Focused Results****7.2.a(1)**

MNS utilizes several key indicators to measure student and stakeholder satisfaction. A student exit survey is administered to seniors on an annual basis beginning in spring 2009 to assess satisfaction and gain other additional information about student perceptions of the high school. Results such as those shown in **Figure 7.2-1** from this first round of senior exit surveys will feed into the annual SP process. Muskego-Norway seniors' satisfaction ratings in comparison to the competitive Waukesha County benchmark district A are noted in **Figure 7.2-2**.

**Figure 7.2-1 Senior Satisfaction Survey****Figure 7.2-2 Senior Student Satisfaction Comparison**

In spring of 2009, parents and students (grades 3<sup>rd</sup> through 12<sup>th</sup>) were surveyed in alignment with the six vital signs identified through the SP process. Research from the US Department of Education and other sources suggests that parent satisfaction ratings on similar school indicators range from 60% to 75% on average. MNS has high standards for customer/stakeholder satisfaction and sets the goal to achieve 85% satisfaction ratings with both parents and students. Per **Figure 7.2-3**, students report being more satisfied than parents; however, both stakeholder segments report satisfaction at or near the goal in most areas measured.

**Figure 7.2-3 Student and Parent Satisfaction Ratings**

Vital Sign	Student % Satisfaction	Parent % Satisfaction
#1 Academic Performance	92%	75%
#2 Whole Student Factors	89%	89%
#3 Access to; Participation in; and Success with Rigor	91%	88%
#4 Achievement Gap Reduction	84%	81%
#5 Successful Transitions	92%	86%
#6 Critical, Adaptable Thinking	92%	87%

In comparison to the Waukesha County benchmark district B, MNS fares very well in student satisfaction ratings on similar indicators (**Figure 7.2-4**).

**Figure 7.2-4 Comparables for Student Satisfaction**

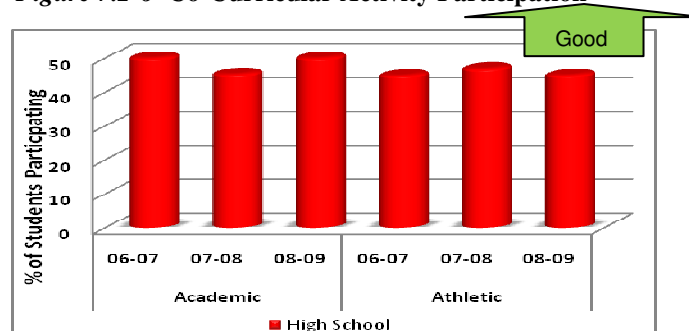
Indicator	MNS Student % Satisfaction	Benchmark District B Student % Satisfaction
Teacher effectively communicates student progress	92%	87%
Teacher provides challenging learning	90%	76%
Teacher supports individual learning styles and success in new learning	90%	82%

In the fall of 2008, a random sampling of citizens of the city of Muskego and Town of Norway were surveyed regarding district facilities. A statistically sound rate of response was achieved. Of the respondents, 42% of the stakeholders did not have children within the school district. **Figure 7.2-5** displays the overall stakeholder satisfaction with the district along with the percent of stakeholders who placed importance on the quality of schools in their decision to live in the Muskego-Norway community. Given that only 58% of the survey respondents were parents, MNS is pleased with the percent of citizens who placed value on the quality of the schools in their decision to live in the community.

**Figure 7.2-5 Stakeholder Satisfaction and Quality of Schools**

	Agreement
Overall Satisfaction with MNS	89%
Quality of schools was an important reason for living in the community	69%

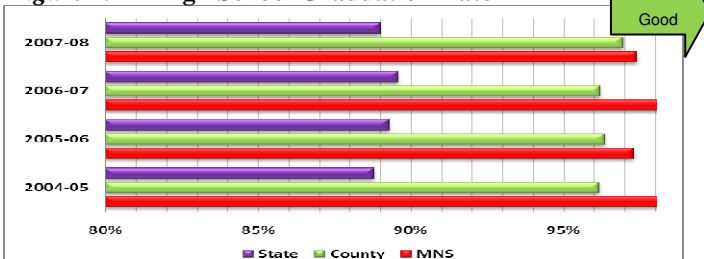
Student satisfaction is also indicated by measuring the level of participation in co-curricular activities. MNS maintains a high level of student participation in both academic and athletic activities. In addition, many students choose to participate in more than one activity (**Fig. 7.2-6**)

**Figure 7.2-6 Co-Curricular Activity Participation**

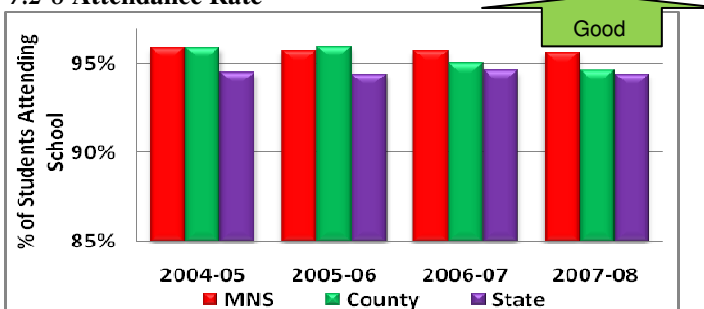


Graduation rate and student attendance rate also serve as key indicators of student satisfaction. When students are satisfied with their educational experience, they regularly attend school and graduate. The graduation rate of students in MNS has been consistently high and sets the benchmark in Waukesha County (Fig. 7.2-7). Student attendance rates are comparable to regional benchmarks (Fig. 7.2-8).

**Figure 7.2-7 High School Graduation Rate**

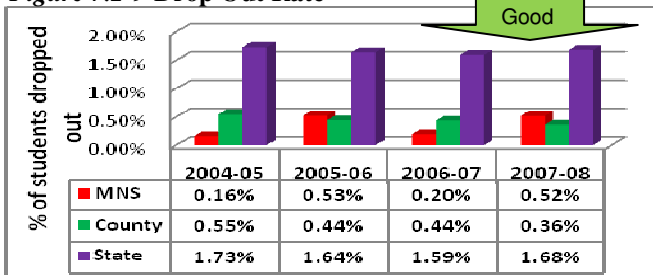


**7.2-8 Attendance Rate**

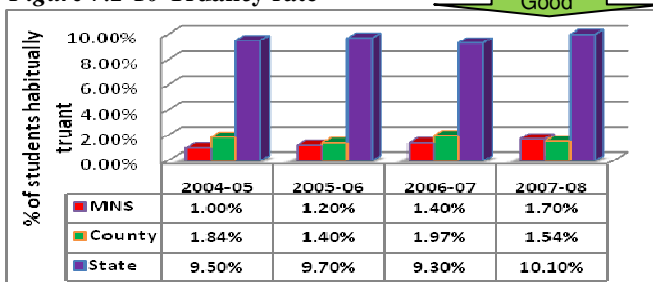


Other key indicators of student satisfaction are the annual drop-out and habitual truancy rates (Fig. 7.2-9 and 7.2-10). MNS demonstrates both drop-out and habitual truancy rates that are far below the state average and competitive with regional school districts.

**Figure 7.2-9 Drop Out Rate**



**Figure 7.2-10 Truancy rate**

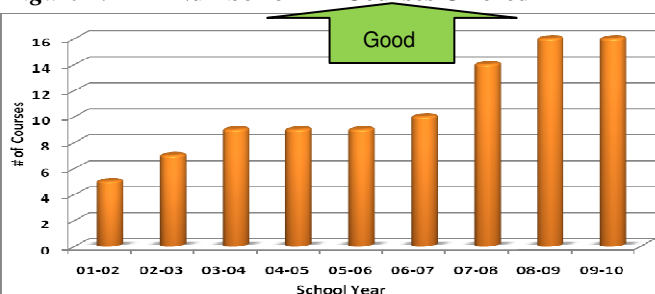


### 7.2.a(2)

Students and stakeholders of MNS are engaged through the continuous improvement of educational services and curriculum offerings. One key indicator of continuous

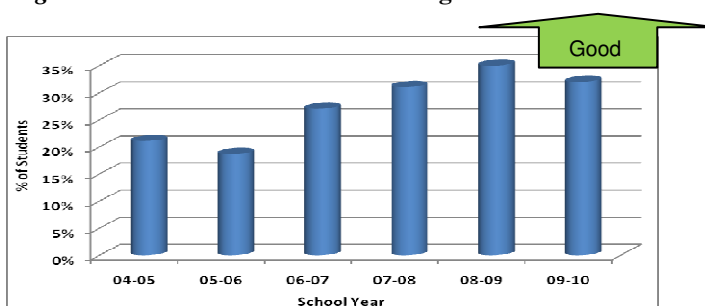
improvement and increasing student engagement is found in the Advanced Placement (AP) program. In response to student and stakeholder requests, MNS has continuously increased the number of AP courses offered over the past eight years from five to sixteen (Fig. 7.2-11).

**Figure 7.2-11 Number of AP Courses Offered**



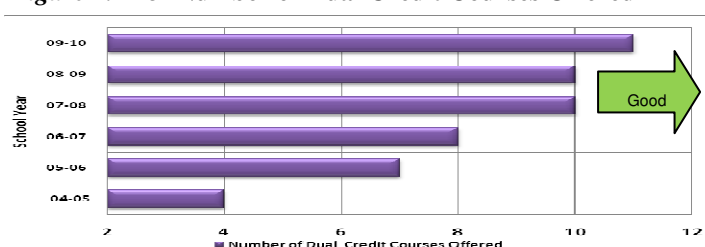
Research suggests that all students benefit from participating in educational programs that prepare students for college-readiness. Advanced Placement courses offer opportunities for students to experience college-level coursework in the high school setting. The increasing number of AP courses offered over the past eight years has resulted in a dramatic increase in the percentage of students participating in AP courses (Fig. 7.2-12).

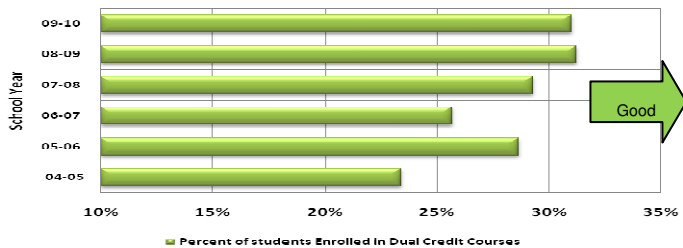
**Figure 7.2-12 % of Students Enrolling in AP Courses**



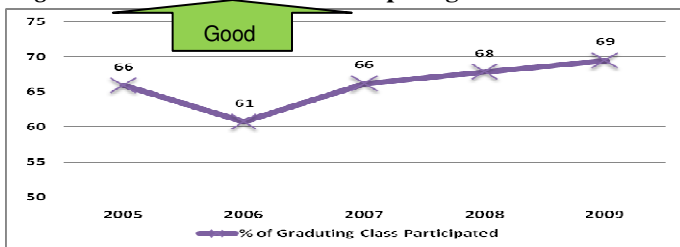
MNS also offers engaging courses where both high school and post-secondary institution credit are awarded. A transcripted credit agreement between MNS and the regional technical college serves as the foundation of this dual credit option. In addition, PLTW courses may be transcripted or accepted for credit by specific colleges and universities. Both the number of transcripted courses offered and the percentage of MNS students choosing to participate in these courses have continually increased over the past six years (Fig. 7.2-13 and 7.2-14).

**Figure 7.2-13 Number of Dual Credit Courses Offered**

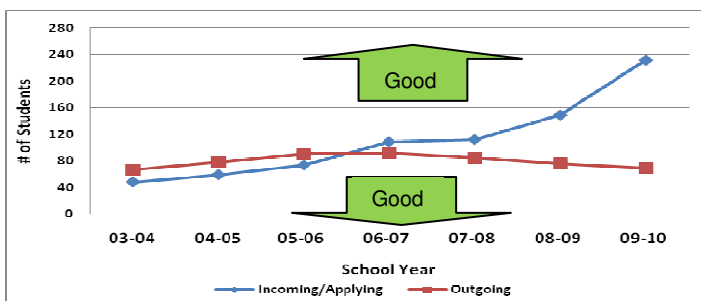


**Figure 7.2-14 % Enrolled in Dual Credit Courses**

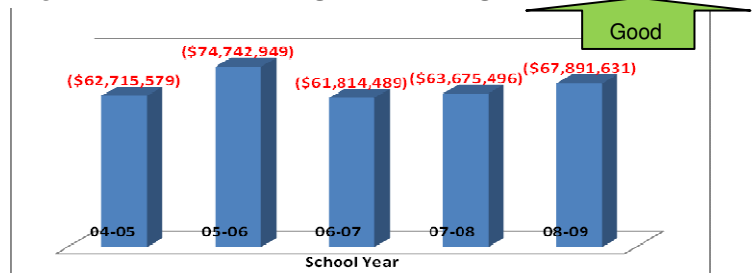
MNS builds positive relationships with students and stakeholders through their participation on school and district-level committees, PTO, and school improvement teams. Besides increasing the number of engaging high-level rigorous courses requested by students and parents, MNS also makes changes in academic programming to further encourage student engagement and participation. This engagement is evident through the increasing percentage of graduates from each class who are taking the ACT (Fig. 7.2-15).

**Figure 7.2-15 % of Grads Participating in ACT Test**

Open Enrollment data indicates that MNS has developed positive relationships with both current and prospective students and parents. In addition, MNS is becoming the district of choice as evidenced by the steady increase in net gain between incoming/applying and outgoings students (Fig. 7.2-16).

**Figure 7.2-16 Open Enrollment Enrollee and Applicant Growth**

Additional evidence of positive relationships with stakeholders is demonstrated at the annual meeting when citizens vote to approve the yearly budget. A combination of strong educational programming, fiscal responsibility, and positive stakeholder relationships has enabled MNS to pass the annual budget for each of the past five years (Fig. 7.2-17).

**Figure 7.2-17 Annual Budget Vote Passage**

### 7.3. Budgetary, Financial, and Market Outcomes

#### 7.3.a. Budgetary, Financial, and Market Results

##### 7.3.a(1)

For well over a decade, public school districts in Wisconsin have been working under a “three-legged stool” that significantly changed state funding mechanisms statewide in efforts to curb growing property taxes. Key components of this funding mechanism are the following:

- 1) Revenue caps which vary to economic conditions but that have resulted in an annual increase of approximately 2.6% since enacted.
- 2) The qualified economic offer (QEO), a state statute that prevented teachers unions from seeking arbitration if the district offers a combined salary and benefit package, that works out to 4% or more per year after salary schedule adjustments are made.
- 3) State commitment to providing school aids aimed at “equalizing” funding between “property-rich” and “property-poor” districts, averaging two-thirds (67%) state financial support across Wisconsin.

Without growing student enrollment, Wisconsin districts have typically struggled to sustain programs and services through a funding mechanism that presents them a significant shortfall of needed revenue to expenditure increases on a yearly basis. In recent years, as population and enrollment growth in the district has leveled off, these particular discrepancies have challenged MNS.

These challenges are only further heightened through developments that occurred over 2009 as a result of the state’s financial crisis and statutory developments.

1. Revenue caps remain and are reduced from the prior \$275 level to a \$200 per student increase for the next two years
2. The QEO is no longer enacted as state law, meaning that arbitration is now an open vehicle for teachers unions if contract negotiations break down. In addition, arbitration language in state law has been modified in ways many independent observers believe provide benefit to the union side of the equation.
3. State school aids continue to erode from the original two-thirds commitment, as represented in an over \$1 million reduction in 2009-10 state aid to MNS from the previous year that the district first learned of in July 2009. Furthermore, the percentage of district revenues provided through state school aids have reduced significantly from 49% in 1997-98 to 33% in 2009-10.

However, despite these significant challenges, MNS continues to demonstrate strong resource stewardship as one of its key competencies.

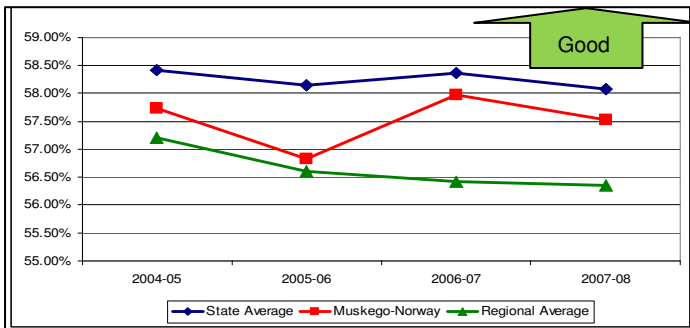
MNS is committed to helping every student learn, grow



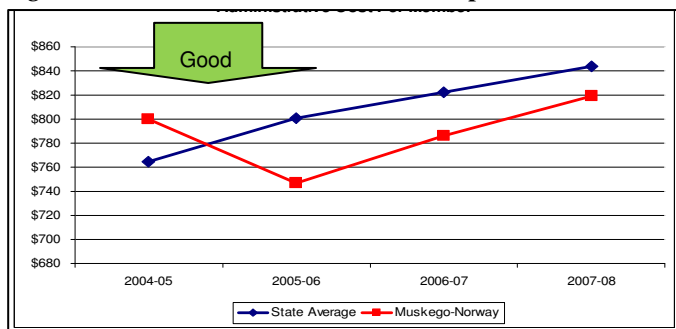


and succeed while serving as strong stewards of the district's resources through tightening fiscal times. Data shows efforts of the district to work through such challenges in ways that have increased the percentage of total expenditure for instruction rather than for non-instructional issues, in ways that outperform regional competitors (**Fig. 7.3-1**). Tied to this result are administrative costs, which have shown a trend of lower relative expenditure in comparison to a few years earlier (**Fig. 7.3-2**).

**Figure 7.3-1 % of Instructional Investment per Pupil**

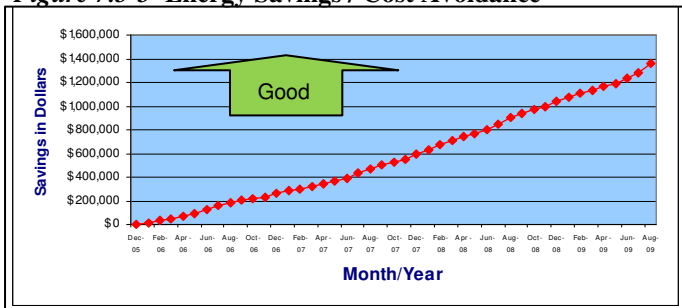


**Figure 7.3-2 Administrative Investment per Member**



The district partnered with Energy Educators, Inc. in January 2006 to avoid and/or reduce utility costs. **Figure 7.3-3** shows that over a period of approximately 3.5 years, the district has experienced cost savings/cost avoidance of approximately \$1.4 million. This lower level of expenditure based on projections from previous budgets proved to be a key component to the district's response plan for developing a balanced budget in the current year despite significant state aid reductions for the 2009-10 school year.

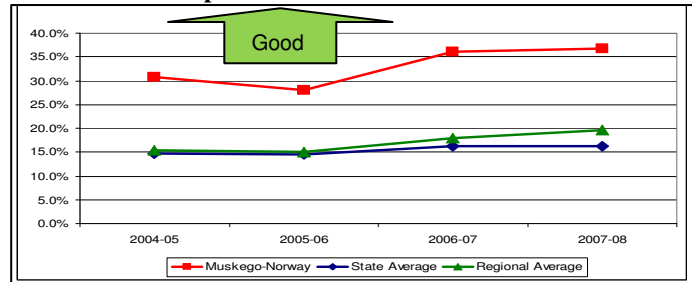
**Figure 7.3-3 Energy Savings / Cost Avoidance**



MNS has historically placed a high value on fund balance for three reasons: 1) as a key means to avoid short-term cash flow borrowing (a practice conducted by most Wisconsin school districts), 2) as a key pillar of district fiscal strength,

and 3) as a means for improved bond rating in order to reduce interest rates for long-term capital borrowing. **Figure 7.3-4** demonstrates MNS's strong fiscal position in comparison to the region and state.

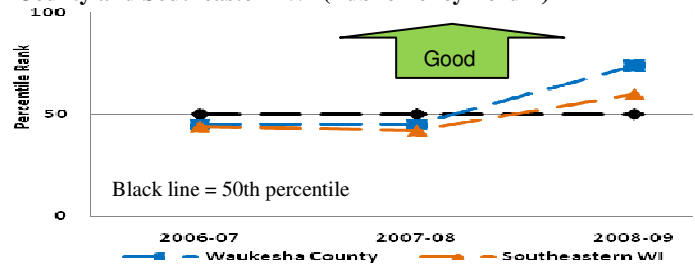
**Figure 7.3-4 Fund Balance as a Percentage of Total Expenditures**



### 7.3.a(2)

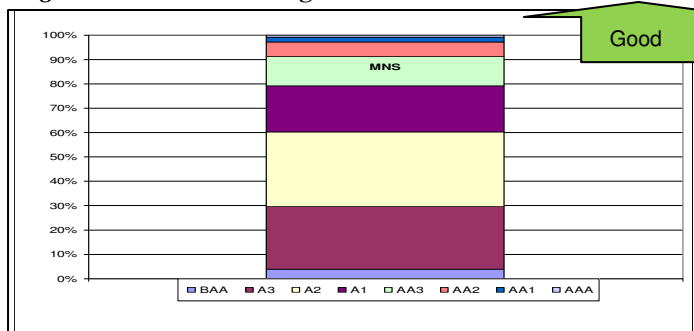
Several data indicate that MNS is sustaining and improving the district's historically sound regional market position. For example, for years, the Public Policy Forum has tracked and reported comparative performance data among 50 school districts in the Southeastern Wisconsin region. From this data, **Figure 7.3-5** shows that, over the past three years, MNS has improved its competitive position among the 50 regional school districts from 20th to 12th and among Waukesha county districts from 6th to 4th.

**Figure 7.3-5 MNS's Comparative Position within Waukesha County and Southeastern WI (Public Policy Forum)**



As MNS has seen resident enrollment demographics level off/slightly decline after years of steady growth, the district has looked to supplement resident enrollment through open enrollment of non-district students as a revenue enhancement where seats are available without adding additional staff, as the blue line in **Figure 7.2-16** conveys. Although MNS only had space to take in 151 of 234 applicants in 2009-10, **Figure 7.2-16** shows a clear trend of the district's growing desirability and reputation in the regional market is manifested by increasing numbers of open enrollment applicants over time.

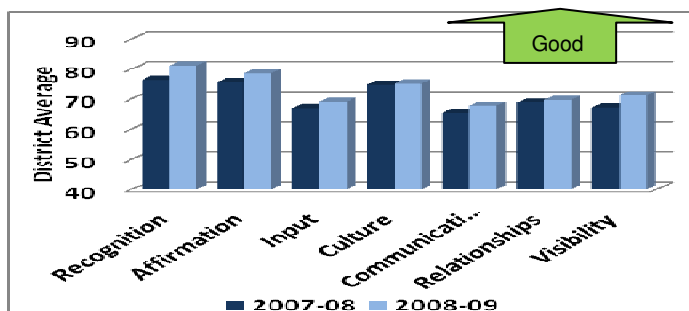
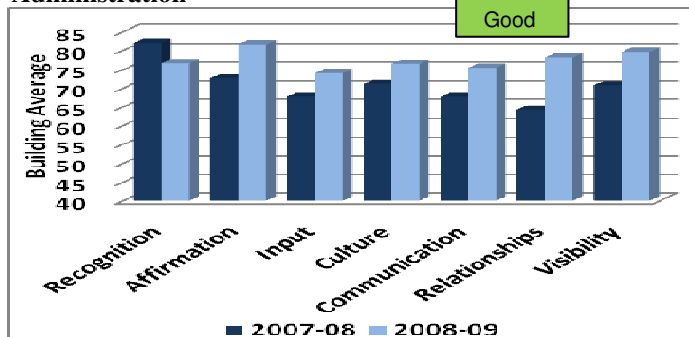
An organization's bond rating is a significant representation of fiscal strength and, thus, is a reflection of the system's ability to sustain program and service quality over time. MNS has an Aa3 rating, placing it among the top 20% of all organizations. **Figure 7.3-6** shows this aspect of fiscal strength and market position graphically.

**Figure 7.3-6 Bond Rating – Relative Market Position****7.4. Workforce-Focused Outcomes****7.4.a. Workforce Results****7.4.a(1)**

WF engagement and satisfaction are measured through performance feedback surveys, a WF satisfaction survey, longevity, retention rate, absenteeism, class size and grievances.

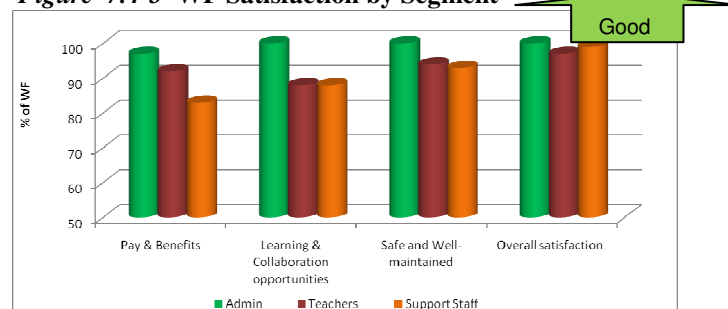
Performance feedback surveys serve as a venue for all segments of the WF to share their perceptions and satisfaction regarding school and district administrators.

**Figures 7.4-1 and 7.4-2** illustrate staff satisfaction levels with MNS administrators related to the 7 indicators on performance feedback surveys that best align with WF satisfaction and engagement.

**Figure 7.4-1 Staff Satisfaction with District-Level Administration****Figure 7.4-2 Staff Satisfaction with Building-Level Administration**

Trend data suggests an increase in satisfaction on all with the exception of one indicator (“recognition” by building administrations). Results are positive with 2/3 to 4/5 of the WF noting satisfaction with district- and building-level administration.

In the inaugural year of the WF engagement and satisfaction survey, satisfaction ratings for identified key WF factors (**Fig. 5.1-1**) are shown in **Figures 7.4-3 and 7.4-4**. Administrator satisfaction ratings are at or near 100% in all areas measured. All three WF segments identify learning and collaboration as a key factor and rate their level of satisfaction at 88% or higher. The district views these results positively, given MNS’s emphasis on the core competency of *developing people and partnerships*. With regard to pay and benefits, as an aggregate WF, MNS staff is 91% satisfied as compared to a Wisconsin Forward award-winning benchmark district from Waukesha County (Benchmark District A) with ratings at 72% for their WF.

**Figure 7.4-3 WF Satisfaction by Segment****Figure 7.4-4 Satisfaction on Key Factors Specific to Each WF Segment**

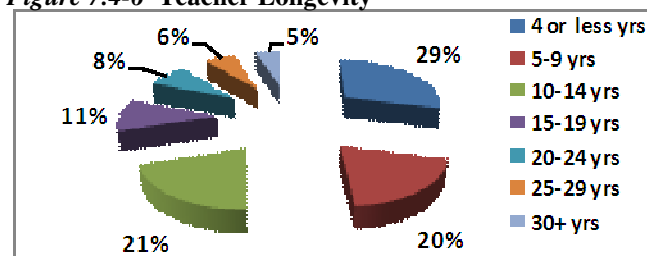
WF Segment	Key Factor	% Satisfaction
Admin	Well-Aligned Strategic Plan	100%
	Leadership Opportunities	100%
Teachers	Recognition	76%
	Input	84%
	Class Size	90%
Support Staff	Recognition	89%

With regard to input, **Figure 7.4-5** shows that the district is able to compare satisfaction levels with the same Waukesha County district (Benchmark District A) on the following survey statements with significantly higher ratings.

**Figure 7.4-5 Comparison of Satisfaction with Teacher Input**

Survey Statement	MNS Tchrs % Satisfied 2009	Benchmark District A Tchrs % Satisfied 2008
I am offered opportunities to provide input in district-level decisions.	79%	36%
When I provide input in district-level decisions, my ideas (opinions) are valued.	74%	33%

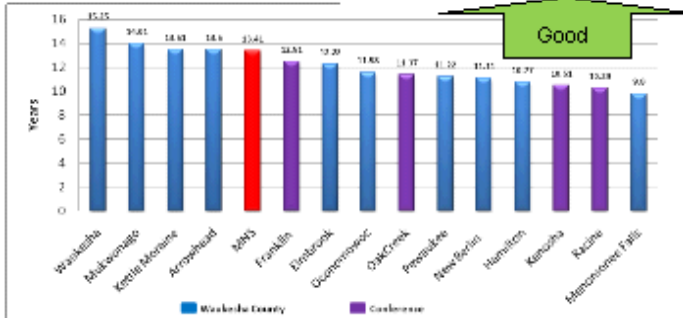
Teacher longevity is depicted in **Figure 7.4-6** and reveals that 51% of the WF has been employed with MNS for 10 or more years. MNS views this positively.

**Figure 7.4-6 Teacher Longevity**



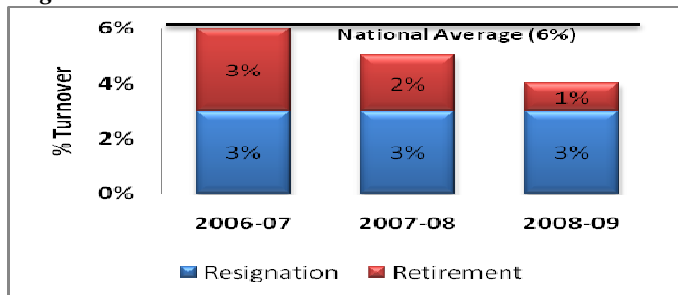
Specific to teachers, when compared with county and conference competitors, MNS leads the conference and is fifth (of 11 districts) in the county for average local experience. **Figure 7.4-7** shows data retrieved from the WI DPI Position Analysis Summary report. Data indicates staff satisfaction and interest in staying with MNS.

**Figure 7.4-7 Teacher Longevity Comparisons**



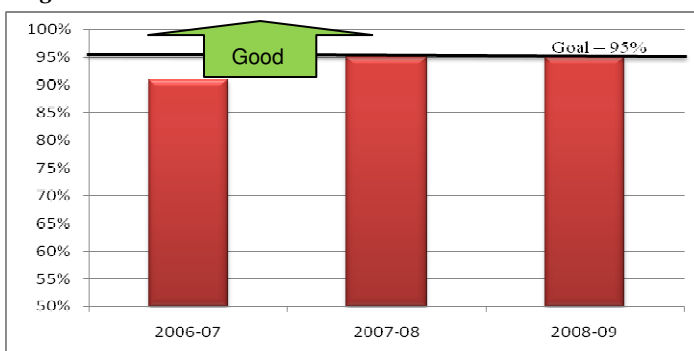
Teacher turnover rate is another indicator of WF satisfaction and engagement. **Figure 7.4-8** illustrates MNS's turnover rate, including both resignations and retirements, compared with the national average. Trend data suggests a decrease in the number of resignations and a consistent base of retirements. With MNS below the national average, the district views these results positively.

**Figure 7.4-8 Teacher Turnover Rate**



**Figure 7.4-9** depicts combined WF retention rates over three years. MNS expects approximately 3% of the WF to retire each year. Another 2% of the WF is expected to resign for reasons other than retirement.

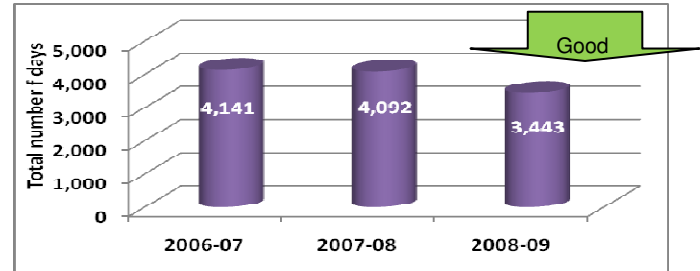
**Figure 7.4-9 Workforce Retention**



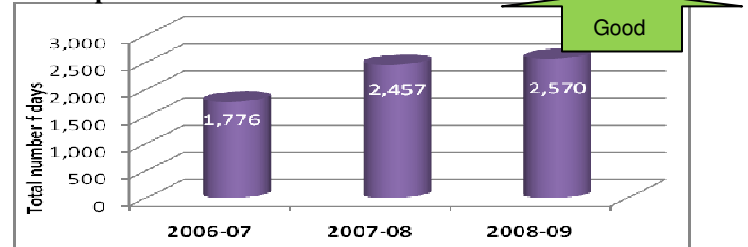
Teacher absences due to non-professional development reasons, such as illness and personal days, are illustrated in **Figure 7.4-10**. There is a noticeable decline over three years where teachers absent themselves less often for these reasons.

However, teacher absences for release time to attend professional learning opportunities has increased (**Fig. 7.4-11**). MNS views this positively, given the focus of staff development in the SP related specifically to the core competency of *developing people and partnerships*. Clearly, MNS supports and encourages teacher PD.

**Figure 7.4-10 Teacher Absences due to Personal Days and Illnesses**

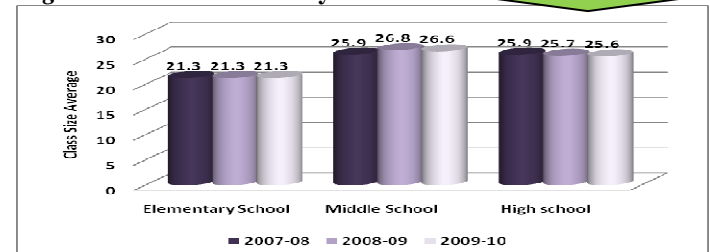


**Figure 7.4-11 Teacher Absences Due to Professional Development.**

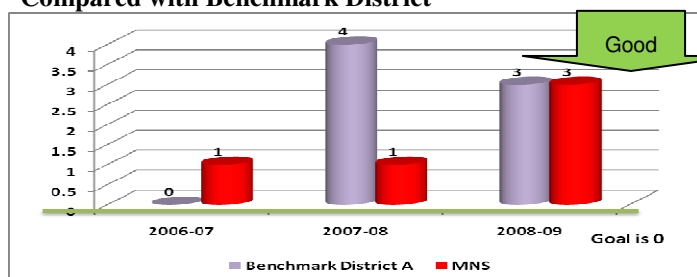


An additional key factor affecting satisfaction and engagement for teachers includes class size. Despite economic factors impacting the district, MNS has maintained class size averages over the last three years as shown in **Figure 7.4-12**.

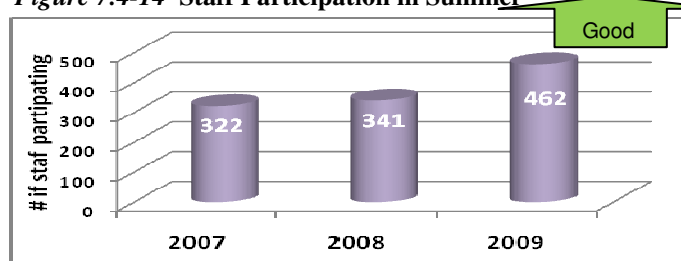
**Figure 7.4-12 Class Size by Level**



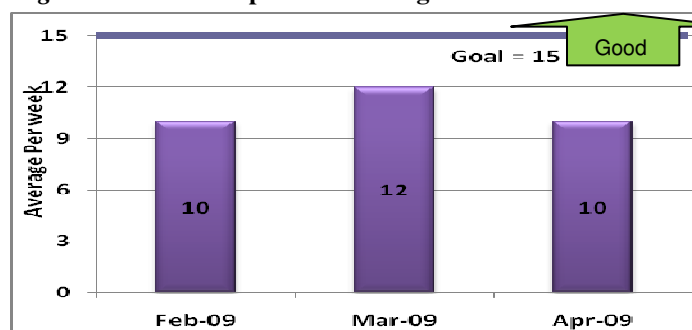
Grievances are yet another indicator of staff satisfaction. The district believes most differences can be settled outside the grievance process through regular listening sessions; however, leadership also views the process as a formal opportunity to bring clarity to contract language and practice. Although the strategic plan is stretching the current system to grow and improve, the goal remains to have zero grievances per year. In **Figure 7.4-13** grievances are compared with Benchmark District A.

**Figure 7.4-13 Total Grievances for All WF Segments Compared with Benchmark District****7.4.a(2)**

A key factor identified by teachers and administrators is learning opportunities. The district offers a variety of learning opportunities as listed in **Figure 5.2-3**. A considerable number of district-sponsored PD offerings occur in the summer. As noted in **Figure 7.4-14**, the number of offerings and participation reflect MNS's genuine investment in providing meaningful avenues to enhance teaching that ultimately benefits student learning.

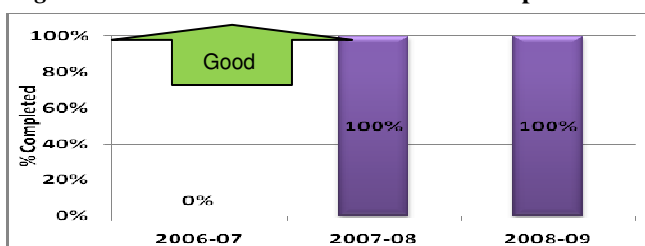
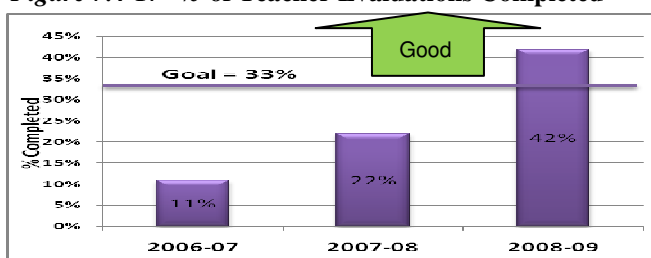
**Figure 7.4-14 Staff Participation in Summer**

Providing meaningful and timely feedback to staff is essential in the PD process. Further demonstrating commitment to the development of staff, administration conducts weekly walkthroughs to inspect agreed-upon best practices. The goal set by the administrative team is 15 per week. **Figure 7.4-15** denotes monthly averages collected by the administrative team during the spring of 2009. Reflecting on the data, the team continues to strive to meet the goal.

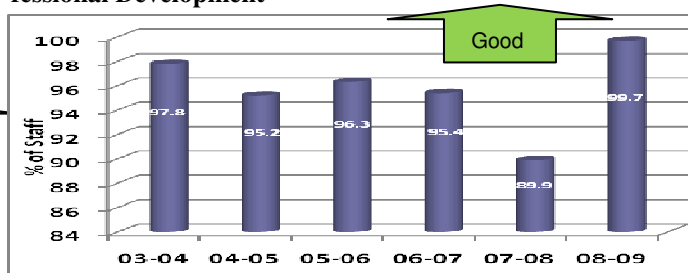
**Figure 7.4-15 Principal Walkthroughs Per Week**

Similarly, formal evaluations provide specific feedback to staff and a goal-setting opportunity focused on improvement. As shown in **Figure 7.4-16**, completion of administrative staff evaluations have increased, reaching the goal of 100%. Given that teachers are on a three year evaluation cycle, the goal is to have approximately 33% of the staff formally evaluated

annually. **Figure 7.4-17** depicts an increase in the percentage of teachers evaluated, with MNS exceeding the goal in 2008-09 with 42% evaluated.

**Figure 7.4-16 % of Admin. Evaluations Completed****Figure 7.4-17 % of Teacher Evaluations Completed****7.4.a(3)**

MNS has highly qualified and educated teachers and administrators as noted in **Figure 2.2-1**. Over 70% of faculty members have master's degrees (including two with a PhD). All administrators have master's degrees, and 21% have also earned a PhD. NCLB defines highly qualified teachers and administrators as those who hold appropriate certification and licensure and receive high quality professional development. The goal for both indicators is 100%. MNS has achieved 100% of staff being appropriately certified with no need to provide an emergency teaching license. In addition, **Figure 7.4-18** shows the district approaching the goal of 100% of staff receiving high quality professional development.

**Figure 7.4-18 % of Staff Completing Highly Qualified Professional Development**

With regard to staffing levels, the number of teachers and administrators has remained constant over the last four years as noted in **Figure 7.4-19**. As full-time support staff positions are replaced with part-time positions, the number of staff in this segment increases.

**Figure 7.4-19 Number of Staff per WF Segment**

WF Segment	06-07	07-08	08-09	09-10
Admin	19	19	19	19
Faculty	329	329	329	328
Support Staff	206	220	223	235





Along with staffing level trends over four years, **Figure 7.4-20** depicts student to teacher ratios. With faculty remaining constant, student enrollment has increased slightly (61 students) over the four-year span. This increase has had minor impact on student to staff ratio. In efforts to not have increased enrollment impact class size, the district has strategically replaced exiting non-classroom teachers with classroom teachers (**Fig. 7.4-12**).

**Figure 7.4-20 Student Enrollment and Student to Teacher Ratio**

Year	06-07	07-08	08-09	09-10
Student Enrollment	4851	4852	4885	4912
Student to Teacher Ratio	14.8	14.8	14.9	15.0

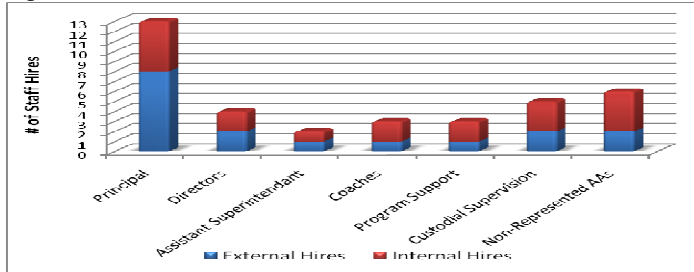
The Compass is a district-level recognition program designed to recognize the WF for consistent commitment to student learning, innovative practices and partnerships. **Figure 7.4-21** reveals that all WF segments have been recognized through this approach for their contributions.

**Figure 7.4-21 Compass Recipients by WF Segment**

School Year	WF Segment (# of recipients)
2007-08	Teacher (3) Administrator (1) Support Staff (1)
2008-09	Teacher (4) Support Staff (2)

The district's core competency of *developing people and partnerships* makes developing workforce capability and capacity a system priority. **Figure 7.4-22** reveals some results of these efforts, as 57% of the current staff in non-entry level positions within the system were internally promoted.

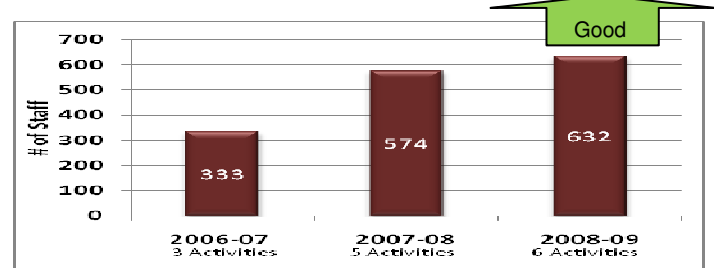
**Figure 7.4-22 Internal Promotions**



#### 7.4.a(4)

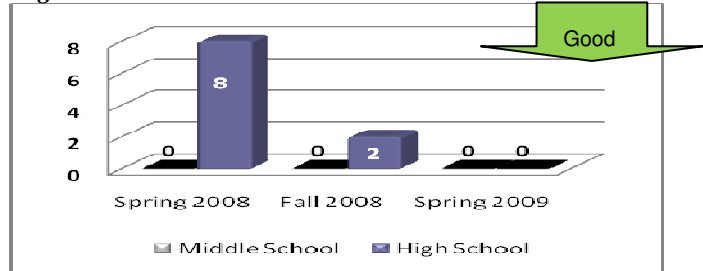
The WF climate in MNS is measured by health, safety and compensation comparables. **Figure 7.4-23** charts the increase in the participation rates in wellness activities along with the number of opportunities.

**Figure 7.4-23 District Wellness Activity Participation**



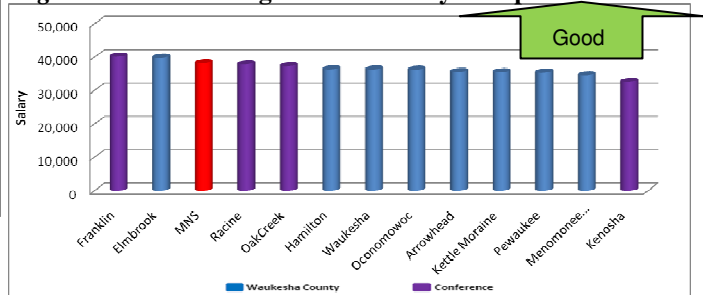
MNS is a safe workplace. Student behavior data (**Fig. 7.2-7 through 7.2-10**) reflect desirable levels as compared to benchmarks. In efforts to further promote a drug-free work environment, MNS instituted regular canine searches in 2007-08. **Figure 7.4-24** illustrates that no positive hits for drugs were reported at the middle schools and a declining number of hits are noted at the high school.

**Figure 7.4-24 Positive Hits in Canine-Assisted Searches**

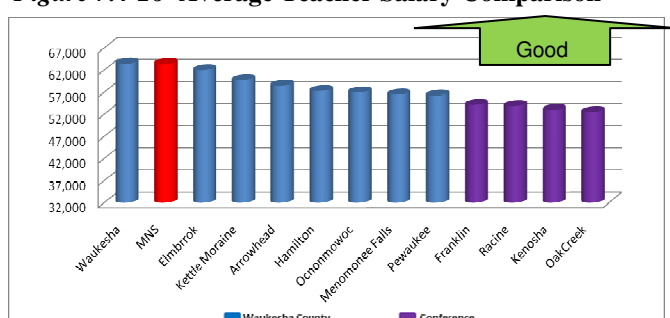


A key factor affecting satisfaction and engagement in the teacher segment is compensation. MNS has negotiated a competitive salary schedule that helps retain teachers. In comparison to Waukesha County competitors and conference competitors, 2008-09 starting salary (as noted in **Figure 7.4-25**) shows MNS third highest in the list of thirteen districts (Waukesha County and Conference comparables). Average salary (as noted in **Figure 7.4-26**) depicts MNS ranking second in Waukesha County and first in the conference.

**Figure 7.4-25 Starting Teacher Salary Comparison**



**Figure 7.4-26 Average Teacher Salary Comparison**





## 7.5. Process Effectiveness Outcomes

### 7.5.a. Process Effectiveness Results

#### 7.5.a(1)

**Figure 7.5-1 Key Work System Trends (See Also Figure 2.2-1 and 7.5-4)**

Core Competency	Performance Measure	2006 -2007 Data	2007 -2008 Data	2008 -2009 Data	2009 - 2010 Goal	Regional Benchmark
Enhancing Teaching and Learning	WKCE Aggregate Reading (Fig. 7.1-7)	92.4%	92.1%	91.0%	93%	94%
	WKCE Aggregate Math (Fig. 7.1-7)	88.9%	88.3%	90.4%	92%	93%
	WKCE Special Ed Reading (Fig. 7.1-9)	64.9%	60.2%	61.4%	70%	73%
	WKCE Special Ed Math (Fig. 7.1-10)	57.2%	49.4%	55.2%	62%	67%
	Graduation Rate (Fig. 7.2-7)	98.3%	97.4%	97.3%	98%	97.7% MNS
	ACT Composite (Fig. 7.1-18)	22.8	23.2	23.5	23.9	24.8
Developing People and Partnerships	Highly Qualified Certified Staff (7.4.a(3))	100%	100%	100%	100%	100% MNS
	Certified Staff Pursuing High Quality Prof. Dev. (Fig. 7.4-18)	95.4%	89.9%	99.7%	100%	100%
	Workforce Retention (Fig. 7.4-9)	91%	95%	95%	95%	N/A
	Parent/Community Satisfaction (Fig. 7.2-5)	N/A	N/A	89%	93%	N/A
	Senior Satisfaction	N/A	N/A	84%	90%	93%
Providing Quality Leadership	LT Trained as WFA Examiners (Fig. 7.6-3)	0%	14%	59%	82%	82% MNS
	KPO Milestone Achievement (Fig. 7.6-1)	N/A	N/A	92%	100%	N/A
	BYOC Courses Published (Fig. 7.6-2)	0	30	40	55	NA
Continuously Improving Services and Operations	Bond Rating (Fig. 7.3-6)	Aa3	Aa3	Aa3	Aa3	Aa1
	Workers' Comp. Mod. Rating (Fig. 2.2-1)	1.05	1.02	1.1	.95	.73
	Safety Inspection Compliance (Fig. 7.6-6)	100%	100%	100%	100%	100% MNS
	Health Inspections (Major Findings) (Fig. 7.6-6)	0%	0%	0%	0%	0% MNS

#### 7.5.a(2) See Figure 7.5-2

Over the past two years, MNS has invested deeply in developing several progress monitoring tools that provide comprehensive feedback regarding the effectiveness of district work systems and processes. Chief among these are school scorecards and dashboards, the district scorecard and departmental dashboards, and the CPR card. **Figure 7.5-3** provides an example school scorecard, and **Figure 7.5-4** is the district scorecard. The scorecard for each school as well as school/departmental dashboards (where appropriate) will be made available upon a site visit. Finally, **Figure 7.5-5** provides a segment of the MNS CPR card. The full CPR card will also be available upon a site visit.



Figure 7.5-2 Key Work Process Results and Trends (See Also Figure 2.2-1)

Core Competency	Key Work Process	Performance Measure(s)	2006-07 Data	2007-08 Data	2008-09 Data	Data Analysis Comments
Enhancing Teaching and Learning	Curriculum Development	BYOC Courses Published (Fig. 7.6-2)	0	30	40	MNS has over 200 courses to develop/revise, review and publish. Trend data shows that the productivity of this effort has increased 33% from year 2 to 3. The goal for 2009-10 is 55 additional courses published.
	Assessment of Student Learning	Meeting Reading Benchmarks (Fig. 7.1-19)	Electronic report card implemented to make for more efficient electronic compilation of previously hand-generated results.	Stage levels added to describe whether a student is at the beginning, middle or end of a particular pattern of development.	Benchmarks established on the developmental continuum as an expected "mastery" goal for all students.	Ongoing process improvements to the district's reading and writing assessments have increased effectiveness, efficiency and productivity.
	Responsive Instruction	Achievement Gap Reduction in Reading and Math (Fig. 7.1-11; Fig. 7.1-12)	27.5% gap 31.7% gap	31.9% gap 38.9% gap	29.6% gap 35.2% gap	MNS noticed a concerning increase in achievement gaps between regular ed. and special ed. students in 2007-08 data, which prompted a district-wide focus on addressing this. 2008-09 data shows a 7% reduction of the reading gap and nearly 10% reduction in the math gap one year into this effort.
	Staff Engagement & Prof. Dev.	Teacher Absences due to Personal Days/Illness (Fig. 7.4-10)	4,141	4,092	3,443	Absences have decreased nearly 17% for these reasons over three years, contributing to greater productivity per staff member.
Developing People and Partnerships	Stakeholder Engagement	Stakeholder Survey Efforts	2007-08: Performance feedback survey instruments aligned to research and conducted by staff for all key leaders	2008-09: Parent and student surveys regarding vital sign components piloted	2009-10: Parent and student surveys established throughout system, with key results linked to school scorecards	For the first time in MNS history, 100% of district schools have an aligned parent and stakeholder survey approach that will be continued annually to feed into annual progress monitoring and strategic planning efforts.
	Improvement Planning	School Improvement Plans	Every school has a plan focused on one or more SMART goals and, for the first time, presents a face-to-face report to the school board	School plans add root cause analysis to SMART goal development and focus board report on new school scorecards	SMART goal plans evolve into the EOTG process, which continues previous year's advancements while also broadening staff input; aligning teacher, leader, and system responsibilities; and embedding monthly principal coaching	The evolution of school improvement planning over the three years reflects an increasing focus on data analysis and discovery, high-leverage practices, and results. In addition, staff investment in quality planning, implementation and monitoring has increased significantly while efficiency in reporting to the board has more than doubled during this time, with school reports typically taking 45-60 minutes of the board agenda in 2007-08, but typically 15-20 minutes in 2009-10.
	Performance Management	Administrative Supervision	No system-wide formal administrative supervision or annual review process exists.	Establishment of 2-3 annual supervision meetings, annual performance feedback surveys, annual self-reflection, and annual written performance reviews	Previous components continued plus incorporation of a PDP and linkage of work to the school scorecard or departmental dashboard.	A variety of results in 7.6 reflect the impact of performance management improvements. One key metric is that 93% of assessed administrator responsibilities tied to best practice research showed satisfaction gains from year 1 to year 2 of implementation. (Fig. 7.4-1 and 7.4-2)
Continuously Improving Services and Operations	Resource Stewardship	Instructional Investment/ Pupil (Fig. 7.3-1) and Class Size (Fig. 7.4-12)	2005-06: 56.82% 2007-08: 24.4	2006-07: 57.98% 2008-09: 24.6	2007-08: 57.53% 2009-10: 24.5	Despite significant economic factors impacting MNS as described in 7.3.a(1), the district has used resources more efficiently to maintain instructional investment and class sizes.
	Operational Enhancement	% of MNS Schools in Receipt of Energy Star Award	0%	63%	100%	This process reflects the increasing efficiency in operations during this time that has resulted in over \$1.4 million worth of utilities savings/cost avoidance since Dec. 2005 (Fig. 7.3-3)



Figure 7.5.3 Muskego High School - Scorecard 2009-10

Academic Performance									
Data Indicator	Regional Benchmark 3 Yr Average	NCLB target	Building Yearly Goal 09-10	% Advanced 08-09	% Proficient 08-09	% Advanced/Proficient 2007-2008	% Advanced/Proficient 2008-2009	Detailed data	
WKCE Aggregate Proficient and Advanced - Reading	Elmbrook : 93.3%	100%	90.8%	59.0%	29.0%	87.0%	87.7%	<a href="#">Academic detail</a>	
WKCE Aggregate Proficient and Advanced - Mathematics	Kettle Moraine: 91%	100%	90.3%	36.0%	51.0%	83.8%	87.1%	<a href="#">Academic detail</a>	
Data Indicator	Regional Benchmark 3 Yr Average	Goal	08-09%	09-10 %	Detailed data				
MAP Assessment Data Reading				82% Fall	MAP				
MAP Assessment Data Math				76% Fall	MAP				
English A,B,&C Percent 9-12 Grade		85%	85.6% Q1	81.9% Q1					
Mathematics A,B,&C Percent 9-12 Grade		85%	81.4% Q1	81.4% Q1					
ACT Composite Achievement	Elmbrook : 24.4	23.9	23.5	TBD	<a href="#">Academic detail</a>				
PLAN Composite Achievement		20	19.1%	TBD					

Achievement Gap Reduction									
Data Indicator	Regional Benchmark 3 Yr Average	NCLB target	Building Yearly Goal 09-10	% Advanced 08-09	% Proficient 08-09	% Advanced/Proficient 2007-2008	% Advanced/Proficient 2008-2009	Detailed data	
WKCE Special Ed Proficient & Advanced - Reading	Elmbrook : 67.8%	100%	56.9%	18.0%	25.0%	41.7%	42.5%	<a href="#">Achievement Gap detail</a>	
WKCE Special Ed Proficient & Advanced - Mathematics	Elmbrook : 57.4%	100%	56.9%	8.0%	35.0%	27.8%	42.5%	<a href="#">Achievement Gap detail</a>	
Data Indicator	Goal	#total	Current rate	Detailed data					
Intervention Success Rate		In development							
Credit Reclamation Participation Rate			<a href="#">Achievement Gap detail</a>						

Access to, Participation in and Success with Rigor									
Data Indicator	% Taking Exam Benchmark	Goal	% Taking Exams at MHS	% Passing Exam Benchmark	Building Yearly Goal	% Passing Exam at MHS 07-08	% Passing Exam at MHS 08-09	Detailed data	
AP Courses (07-08)	Elmbrook: 27.9%	21.00%	15.90%	Elmbrook : 83.4%	82.30%	72.00%	TBD	<a href="#">Rigor detail</a>	
# of Dual Credit Courses	Oconomowoc: 19	13	12 courses	Elmbrook : 95%	88.00%	82.00%	85.00%	<a href="#">Rigor detail</a>	
Data Indicator	Benchmark	Goal	Current # or %	Detailed data					
Project Lead the Way courses (09-10)		130	122 students					<a href="#">Rigor detail</a>	
% of students exceeding graduation requirements 2009		85%	4 areas : 83.7%	<a href="#">Rigor detail</a>					

Whole-Student Factors									
Data Indicator	Regional Benchmark 3 Yr Average (07-08)	Goal	07-08 # or %	08-09 # or %	Detailed data				
Attendance	Arrowhead : 97.17%	95.7%	94.9%	95.0%	<a href="#">Whole-Student detail</a>				
Truancy	Pewaukee : 0.1%	2.5%	3.7%	2.0%	<a href="#">Whole-Student detail</a>				
Discipline Referrals		In IC - LTM discussions needed for consistency							
Graduation Rate	MNS: 97.7%	98.3%	97.4%	97.3%	<a href="#">Whole-Student detail</a>				
Suspensions	Kettle Moraine: 4.13%	4.0%	82 / 4.8%	TBD	<a href="#">Whole-Student detail</a>				
Expulsions	MNS: 0.00%	0.0%	0%	0%	<a href="#">Whole-Student detail</a>				
Participation in Co-curricular Activities (Academic) (08-09)	Arrowhead: 55.3%	37.8%	31.3%	30.2%	<a href="#">Whole-Student detail</a>				
Participation in Co-curricular Activities (Athletic) (08-09)	Arrowhead: 62%	51.8%	46.9%	47.3%	<a href="#">Whole-Student detail</a>				
Participation in Co-curricular Activities (Music) (08-09)	Pewaukee : 28.4%	18.5%	14.0%	12.7%	<a href="#">Whole-Student detail</a>				
Satisfaction (as defined by sophomore and senior exit surveys)		I would recommend MHS to others (08-09)		84%					

Successful Transitions									
Data Indicator	Regional Benchmark age	Goal	08-09 %	09-10 %	Detailed data				
Ninth Grade Q1 English (Grades: A, B, & C)		85%	82.4%	84.1%	<a href="#">9th English A,C</a>				
Ninth Grade Q1 Math (Grades: A, B, & C)		85%	81.8%	85.4%	<a href="#">9th Math A,C</a>				
Academic Preparedness from Senior Exit Survey		85%	83.0%	TBD					
Academic Preparedness from Post-Graduate Survey			In development						
Post Graduation Ed. Plans (4yr, 2yr, Military)	Arrowhead: 92.76%	93	89.1% (07-08)	84% (08-09)	<a href="#">Post Graduation Plans</a>				
Post Graduation Plans	Arrowhead: 95.14%	96	92.2% (07-08)	98.7% (08-09)	<a href="#">Post Graduation Plans</a>				

Critical, Adaptable Thinking									
Data Indicator	Regional Benchmark	Goal	Current %	Current %	Detailed data				
To-Be-Determined			In development						

Key	Green	Met or exceeded Benchmark/Building Yearly Goal	Yellow	Within 7 percentage points of meeting the Benchmark/Building Yearly Goal	Red	More than 7 percentage points of meeting Benchmark/Building Yearly Goal
Regional Benchmark	The Waukesha County district with the highest 3 year average.					





Figure 7.5.4 Muskego-Norway Schools - District Scorecard 2009-10

Enhancing Teaching and Learning							
Data Indicator	# Students	Regional Benchmark 3 Yr Average	Goal 09-10	% Advanced 08-09	% Proficient 08-09	% Advanced or Proficient 2007-2008 % Advanced or Proficient 2008-2009	Details
State / National Assessments							
WKCE Aggregate Proficient and Advanced Reading	2400	Elmbrook: 94.30%	94.1%	55%	36%	92.1%	<a href="#">WKCE 2008-2009</a>
WKCE Aggregate Proficient and Advanced Math	2400	Arrowhead: 93.41%	91.2%	50%	40%	88.3%	<a href="#">WKCE 2008-2009</a>
WKCE Special Education Proficient and Advanced Reading	230	Elmbrook: 73.09%	70.2%	19%	42%	60.2%	<a href="#">WKCE 2008-2009</a>
WKCE Special Education Proficient and Advanced Math	230	Elmbrook: 67.28%	62.1%	14%	41%	49.4%	<a href="#">WKCE 2008-2009</a>
Graduation Rate	413	MNS: 97.7%	98.3%			97.4%	<a href="#">Graduation Rate</a>
ACT Composite Achievement	468	Elmbrook: 24.4	23.9			Average Score: 23.2 Average Score: 23.5	<a href="#">ACT 07-08</a>
Local Assessments							
Data Indicator	# Students	Regional benchmark	Goal	% met the benchmark 09-10	% met the benchmark 08-09	Details	
K-4 Literacy Composite Reading Benchmarks	1,754			20.7% (T1)	38.4% (T1)	<a href="#">Lit Benchmark</a>	
K-4 Literacy Composite Writing Benchmarks	1,754			41.2% (T1)	41.9% (T1)	<a href="#">Lit Benchmark</a>	
Composite Math Common Assessment	2,118			71.3% (T1)		<a href="#">Math Common Assessment</a>	
MAP Reading	2,318			70% Fall		<a href="#">MAP</a>	
MAP Math	2,319			75% Fall		<a href="#">MAP</a>	
ITIL Skills Proficiency	Under Development						
Key							

Developing People and Partnerships						
Data Indicator	# of people / courses	Regional Benchmark	% meeting or exceeding goal 07-08	% meeting or exceeding goal 08-09	Goal	Details
Hiring / Retention						
Highly Qualified (Certified Staff)	330	MNS: 100%	100%	100%	100%	[HR Dashboard](#)
Certified Staff Pursuing High Quality PD	293/326	Hamilton Sussex 100%	89.9%	99.7%	100%	[Quality PD](#)
Workforce Retention	564		95%	95%	95%	[Staff Retention](#)
Parent / Community Satisfaction				89.0%	93%	-
Senior Satisfaction		93%		84%	90.0%	-
Providing Quality Leadership						
Data Indicator	Measurement criteria	Local Benchmark	% meeting or exceeding goal 07-08	% meeting or exceeding goal 08-09	Goal	Details
WFA Examiner Training		MNS: 82%	59% (08-09)	82% (09-10)	82.0%	-
KPO Milestone Achievement			92%	95%	100%	-
BYOC Learning Courses Published			30	40	55	
Continuously Improving Services and Operations						
Data Indicator	Measurement criteria	Local Benchmark	% meeting or exceeding goal 07-08	% meeting or exceeding goal 08-09	Goal	Details
Bond Rating	Moody's Rating	Elmbrook: Aa1	Aa3	Aa3	Aa3	[Budget and Financial](#)
Worker Comp	WI MOD Rate	Mukwonago: .73	1.1	0.93	.93 Achieved	[Operation Dashboard](#)
Safety Inspection/Compliance	DOC		100%	100%	100%	[Operation Dashboard](#)
Health Inspections (Major Findings)	Health Inspection	MNS: 0%	0.00%	0.00%	0.00%	[Budget and Financial](#)

Key	
Green	Met or exceeded Benchmark\Yearly Goal
Yellow	Within 7 percentage points of meeting Benchmark\Yearly Goal
Red	More than 7 percentage points of meeting Benchmark\Yearly Goal
Regional Benchmark	The Waukesha County district with the highest 3 year average.



Figure 7.5.5 A Segment of the MNS CPR Card

Providing Quality Leadership				Check In Date
Performance Objective				
P.1 Pursue a comprehensive public information initiative that engages the community in two-way communication about how programming, staffing, finances and facilities impact achievement of the district's strategic plan and that seeks citizen input about preliminary facilities solutions an d other key district issues.				
P.1	1	Conduct a review of our current resource allocation and any potential new programs to inform development and evaluation of a 5-year financial forecast and discrete future scenarios by administration and the board.	Scot	11/30/2009
P.1	2	Conduct a series of board development sessions to build knowledge and skills, articulate district needs and goals, develop key messages and determine core approaches.	Joe	12/15/2009
P.1	3	Host community forums at district schools that inform next steps.	Joe	2/28/2010
P.2 Pursue comprehensive system feedback for performance excellence through application to Wisconsin Forward (a panel of trained external reviewers).				
P.2.	1	Review and revise Organizational Profile	Joe	9/22/2009
P.2.	2	First drafts of application section narratives submitted to category teams / cabinet leads for proofreading, edits, additional data collection and formatting.	Joe	11/10/2009
P.2.	3	Wisconsin Forward application submitted.	Joe	1/15/2010
P.3 Identify and articulate key work processes across the district.				
P.3	1	Identify and confirm core competencies.	Kelly	8/12/2009
P.3	2	Identify key work process aligned with each core competency and district level departments not specifically addressed in core competency list.	Kelly	9/24/2009
P.3	3	Articulate requirements for each key work process.	Kelly	10/8/2009
P.4 Provide training for all staff members in responding effectively to stakeholder feedback collected from multiple sources.				
P.4	1	Present to LTM information related to feedback from WFA/Baldrige recipients regarding their work with stakeholder feedback and adjust milestones accordingly	Gary G.	11/5/2009
P.4	2	Schedule time to meet with each school-based team to A) align and identify additional school-specific questions that coordinate efforts to gather information for Scorecards, Eye on the Goal, etc. and B) Create a timeline for survey implementation and analysis	Kathy	1/15/2010
P.4	3	Schedule follow-up sessions with school-based teams to gather feedback on effectiveness of survey planning, implementation and analysis to inform next planning cycle	Kathy	4/15/2010



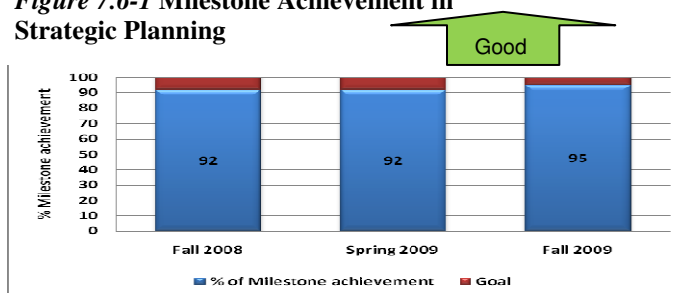
## 7.6. Leadership Outcomes

### 7.6.a. Leadership and Societal Responsibility Results

#### 7.6.a(1), 7.6.a(2), 7.6.a(3) and 7.6.a(4)

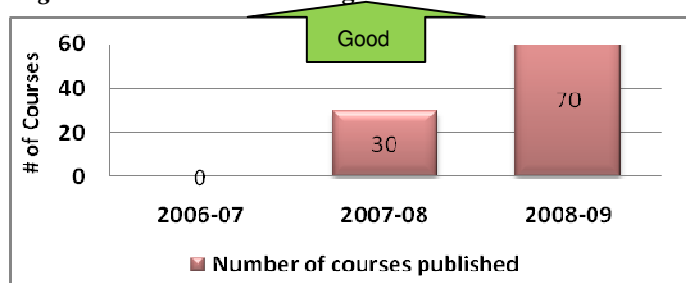
The district had 104 milestones identified in relation to its 2008-09 KPOs and has 68 milestones determined for its 2009-10 KPOs. **Figure 7.6-1** shows the district's ability to focus on action that successfully completes tangible milestones, which advance achievement of the district's strategic objectives. (See also **Figure 2.2-1**)

**Figure 7.6-1 Milestone Achievement in Strategic Planning**



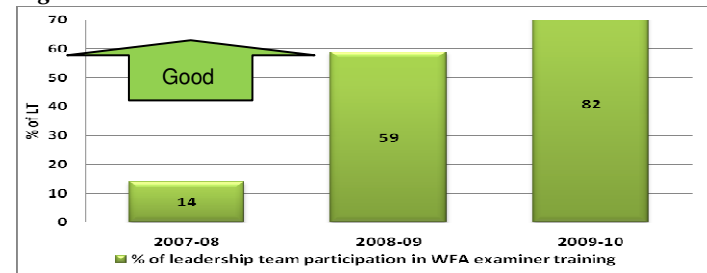
A key aspect of the district's efforts to meet its mission of every student learning, growing, . . . succeeding is to develop clear learning targets in every course that are consistent across the system. BYOC is used to electronically manage and communicate such work. **Figure 7.6-2** shows progress MNS is seeing in completing these courses for BYOC posting over time.

**Figure 7.6-2 BYOC Learning Courses Published**



One of the system's long-term strategic objectives is incorporating a continuous improvement system and related values into all areas of district operations. A primary strategy to accomplish this is the development of LT members in the foundations of systems-based organizational improvement through WFA examiner training. **Figure 7.6-3** displays the district's pursuit of this development in LT members over time.

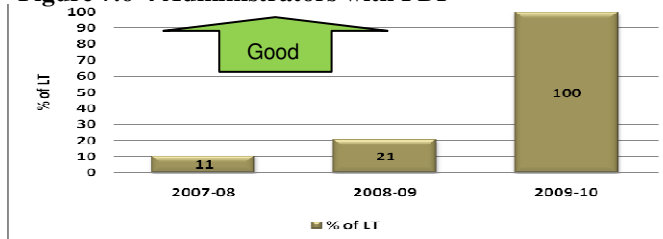
**Figure 7.6-3 LT Members Trained as WFA Examiners**



The DPI does not require PDPs for veteran administrators. However, in efforts to contribute to our core strategies of

providing quality leadership and developing our people in addition to enhancing performance, MNS expects all administrators to develop and update a PDP. **Figure 7.6-4** shows growth in these plans over time.

**Figure 7.6-4 Administrators with PDP**



**Figure 7.6-5 Results of Organizational Strategy and Action**

Focus Area	Key Measure or Indicator	Results
S.O. #1: Student Performance	Vital Signs of Student Progress	Fig. 7.1-1 through Fig. 7.1-21; Fig. 7.2-6 through Fig. 7.2-15; Fig. 7.5-3; Fig. 7.5-4
S.O. #2: Stakeholder Satisfaction through Cont. Improvement System	Satisfaction Enrollment Attendance Participation	Fig. 7.2-1 through Fig. 7.2-5; Fig. 7.2-16; Fig. 7.2-17; Fig. 7.4-1 through Fig. 7.4-11; Fig. 7.2-13; Fig. 7.2-14; Fig. 7.1-22
S.O. #3: Financial Stability	Ed Investment Adm. Investment Energy Savings Fund Balance	Fig. 7.3-1 through Fig. 7.3-5
S.O. #4: Addressing Facility Needs	Progress with Problem-solving Planning Process	2007-08 Architectural Study Sum 2008 Community Survey Fall 2009 FST Review & Report Land Purchase 2009 Board Review and Solution-Seeking 2010 Community Forums Regarding Potential Solutions
Annual Key Performance Objectives	Milestone Achievement per CPR card	Fig. 7.5-5; Fig. 7.6-1 through Fig. 7.6-4
School Continuous Improvement Action Planning	Status of Eye on the Goal plans and Formative Results	Process Improvement involving Eye on the Goal Fig. 7.5-2



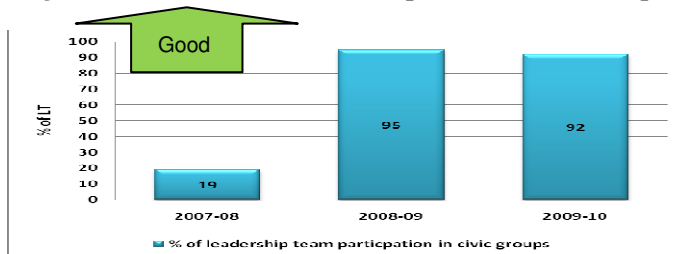
**Figure 7.6-6 Results Regarding Governance, Accountability and Compliance**

Focus Area	Key Measure or Indicator	Results
Ethical behavior	Breaches of conduct	0 breaches by senior leaders and board members in 3 years.
Stakeholder trust	Stakeholder survey data	Fig. 7.2-5; Fig. 7.1-22; Fig. 7.2-1 through 7.2-4; Fig. 7.4-1 through 7.4-5
External audits	Audit statements and letters	No major findings. Appropriate internal controls in place.
Safety inspections	% Compliant	100% Fig. 2.2-1; Fig. 7.5-1
Health inspections	Health Dept Inspections — Major Findings	0% (good) Fig. 2.2-1 Fig. 7.5-1
NCA Accreditation	High school accreditation	MHS continues to be an accredited school.
Technology Plan Certification	DPI certification	Current MNS tech plan is state-certified, with 2010-13 planning on schedule.
Staff Certification	Certification of teachers, instructional assistants, admin. and food service manager	Fig. 2.2-1 7.4a(3)
State Reporting	School performance report Individual student enrollment system Special education child find report	Meet state requirements and no late filings or non-compliance Findings with DPI.

#### 7.6.a(5)

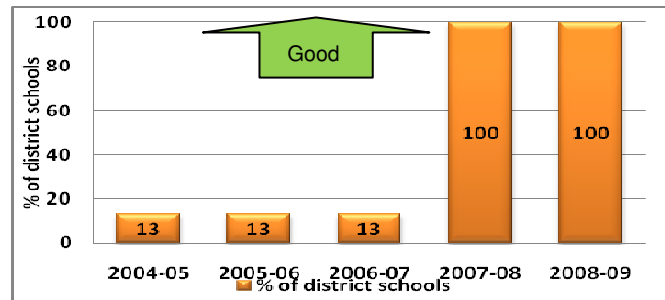
In efforts to strengthen relationships and partnerships with the district and regional community, LT members (with the exception of those new to their roles / system) are expected to participate in a local civic group. LT members are distributed throughout the community in this fashion. **Figure 7.6-7** conveys this initiative graphically.

**Figure 7.6-7 LT Members' Participation in Civic Groups**



The school board began a program of rotating, school-based board meetings in 2007-08 as conscious efforts to promote community outreach, two-way communication and progress monitoring at each school. **Figure 7.6-8** reflects these changes

**Figure 7.6-8 School-based Board Meetings**



**Figure 7.6-9 Results Regarding Societal Responsibility and Community Support**

Key Community	MNS Results / Support
Parents	Training available through Parents United.
City of Muskego	City benefits from extra officers on lakes in summer through financial partnership of three police liaison officers during school year.
Muskego Park and Rec. Dept.	Field and court space provided for evening, weekend and summer programming.
Muskego and Wind Lake Communities	Community service and outreach through student councils and co-curricular groups
Friends of the PAC	Provide and maintain first-rate facility and management for community events.
Chamber of Commerce	Provide students for the work force and consumers for the regional economy
Early Education / Day Care Providers	Provide space and potential customers for wrap-around programs. May also provide partnership opportunities for 4K.
Regional Professional and Civic Organizations	Provide participants and leaders from district in approximately twenty regional civic groups.